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ABSTRACT

The resource guide on counseling language minority elementary and secondary school students provides lists of ideas, resources, and suggestions for practitioners. It has seven parts: (1) five articles on topics related to counseling limited-English-proficient (LEP) students; (2) a series of annotated bibliographies on counseling for language minority students; (3) an annotated list of relevant journals on counseling LEP students; (4) a list of dissertations on topics related to counselors and counseling for this population; (5) names of agencies, organizations, and materials useful to personnel counseling LEP students; (6) a list of major universities offering programs in counseling and relevant courses; and (7) counselor certification standards in the states that have course requirements. (MSE)

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Implications and Considerations for Counseling Language Minority Students

Task 6

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InterAmerica Midwest
Multifunctional Resource Center

September, 1993

Implications and Considerations for Counseling Language Minority Students

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Implications and Considerations
for
Counseling Language Minority Students

This resource guide has been prepared by the Midwest MRC (Service Area 7 - Illinois, Indiana, Kansas, Missouri and Nebraska) on the assigned topic of counseling language minority students. Intended to provide a myriad of ideas, resources and suggestions, the guide has been divided into seven parts:

- Section I contains 5 articles on the topics related to counseling LEP students
- Section II is a series of annotated bibliographies on counseling for language minority students
- Section III contains an annotated list of relevant journals on counseling LEP students
- Section IV lists dissertations on topics related to counseling/counselors of language minority students
- Section V provides the names of agencies, organizations and materials that will be useful to personnel involved with counseling LEP students
- Section VI lists major universities which offer programs in the field of counseling and relevant courses which are available in their curriculum
- Section VII details the counselor certification standards in the various states which have course requirements

As we compiled this resource guide, we felt that it was important to provide the user with a variety of resources that would be useful in establishing counseling programs for language minority students.

MRC Service Area 7 staff

Counseling Culturally and Linguistically Diverse Students

by: James Fenelon, Phone Khoxayo, Judy A. Kwiat and Brenda M. Rodriguez

I think that if I've learned anything, it's how to be more comfortable about being uncomfortable.
Brenda Rodriguez, 1992

Talk about school reform continues to dominate educational discussions and for good reason. Illiteracy rates hold at high levels. Drop out rates hold stubbornly at unacceptable levels: 17% for whites, 24% for African Americans, 40% for Hispanics, 40% for Native Americans, and 28% for Asians (Children's Defense Fund, 1991).

The six goals of America 2000 seem almost unattainable for language minority students. By the year 2000: 1) all children in America will start school ready to learn; 2) the high school graduation rate will increase to at least 90 percent; 3) American students will leave grade four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; 4) U.S. students will be first in the world in science and mathematics achievement; 5) every adult American will be literate and will possess the knowledge and the skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and 6) every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. Are these goals possible for a student population which is becoming more and more diverse?

Changing demographics are transforming the faces of America's school children. In Illinois, the Asian/Pacific Islander population is growing at a rate of 79%. The Hispanic population is growing at a rate of 42.3%, and the American Indian/Eskimo/Aleut population is growing at a rate of 34.1%. The African American population in Illinois is growing at a rate of 1.1%, and the white population is declining at a rate of -3% (Illinois State Board of Education, Bilingual Section, 1992). The number of school-age children who do not speak English at home increased significantly during the last decade, according to the 1990 Census. The census found that the number of children ages 5 to 17 who do not speak English at home increased by 38 percent- accounting for approximately 6.3 million children. In Illinois, there are 302,087 children who do not speak English at home; 194,776 of these speak Spanish (U.S. Census, 1990). Nationwide, there are 4,167,653 school-age children who speak Spanish at home.

It has also been reported that nearly one-third of the school age population can be considered at risk of educational failure (Colvin, 1988). "At risk" students are characterized by issues such as poverty, dysfunctional family structures, limited English proficiency, and various types of abuse. It is estimated that this population of students will grow by seven million, almost 40%, by the year 2000 (Colvin, 1988). If these future students perform academically as their current counterparts, the costs in terms of lost income, increased crime and expanding welfare expenses will be staggering and economically disastrous for the nation, to say nothing of the lost potential for the individuals.

Much has been written about why so many students are not performing academically in schools. Popular theories underscore several explanations. Grouping students by ability (tracking) has hurt students by labeling them as slow thus creating low expectations on the part of teachers, parents and the students themselves (Oakes, 1990). Parental involvement, long known to enhance the academic achievement of students, on the part of poor minority families is minimal due to language and cultural barriers. Schools are too large and impersonal; children with low self-esteem are often lost before they begin. Most teachers are white and middle-class and know little about the cultures of the homes from which their students come (OBEMLA, 1992). The curriculum of the schools underscores the white, Eurocentric mainstream culture and does not affirm culturally different students (Giroux, 1983). These are only a few of the theories that now proliferate the educational research literature.

One theme, however, seems to run through much of what is said and written: if minority students are to achieve at higher levels, the schools must change and change drastically. Schools will have to educate the "whole child": schools will have to be learning environments that foster emotional, social, psychological and academic development. Educators will need to be advocates, counselors, social workers, community activists as well as educators. There are always those who claim that the schools cannot and should not do it all. That is not, however, what the reform movement is calling for. What reform is calling for is a more humanistic, holistic approach to child development; we need schools that are community centers interested in working with entire families. We need an approach to schooling that calls for educators to be better advocates, better counselors, and multiculturally competent professionals.

The purpose of this paper is to provide some insights into issues facing educators and counselors who are working with Hispanic, Native American, and Asian American language minority students in public school settings. The suggestions outlined in this paper are not all inclusive and still leave much thinking and much work to be done. The issues and ideas explored, however, are provocative and can serve as food for thought.

COUNSELING HISPANICS

According to the 1986 U.S. Census, "Hispanics"[1] in the United States constitute the second largest minority group. There are 18.8 million Hispanics in the continental United States. Mexican Americans are the largest Hispanic group (11.8 million), and this group is growing faster than are Puerto Ricans (2.3 million) or Cubans (1.0 million), the second and third largest Hispanic groups, respectively. Additionally, a substantial number of immigrants from Central and South America have entered the United States since 1970 (3.7 million). A significant number of these immigrants have come from El Salvador, Guatemala, Colombia, Guyana, and Ecuador. It is misleading, however, to conceptualize these diverse groups of immigrants as one ethnic group, because they have wide cultural, racial, and ethnic differences. In Illinois, there are 153,382 school-age Hispanic students (Illinois State Board of Education Public School Bilingual Census, 1991-92).

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[1] **The term Hispanic is used generally within the United States to define those who may have one or more of the following characteristics: A Spanish surname, are Spanish-speaking, have a birthplace from a Spanish-speaking country, follow some general cultural characteristics ascribed to those labelled "Hispanic." Most "Hispanics" when given the opportunity identify themselves using their ethnic affiliation.**

Even when we think of the U.S. "Hispanic" cultural tradition, we must be sensitive to the variations according to the national and regional origins of various ethnic and racial groups that are classified under this broad category. In general, Cubans may have cultural experiences and expressions that in some ways are similar to those Puerto Ricans, Dominicans, and other Caribbean Americans whose cultural tradition is more rooted in an amalgamation of African and Spanish traditions, and which may be significantly different from those of Mexicans, Chicanos, and Central and South Americans, whose cultural tradition stems more from the Mestizo Indian-Spanish/European traditions. "Hispanics" may come from at least one of 21 places (including the United States).

Nevertheless, there are a number of unifying cultural themes or patterns that underlie the beliefs and values that most "Hispanic" Americans share, and that besides the Spanish language use, distinguish them from the dominant Anglo/Western-European cultural tradition. A few of the more essential values or concepts, in brief, are: **familismo, personalismo, jerarquismo, presentismo**[2].

Familismo

Familismo signifies the great value placed on family relations. Attempts to instill a sense of family pride and obligation begin early in a person's life and are nurtured throughout. Most Hispanics are socialized to believe that the needs or welfare of the family as a whole or other individual family members, particularly the very young or very old, should take precedence over one's own needs. Children and adults alike are often reminded, that during good times or bad, **la familia** comes first.

It is also within the family context that Hispanics are taught the value of cooperation versus competition, mutual assistance versus individual problem solving, and sharing as opposed to withholding resources when necessary. The division of labor and resources then, usually depends on the family members' needs according to age and gender. Traditionally, women stayed at home while men were the primary "bread winners." Older female siblings also shared the women's responsibilities.

Personalismo

Personalismo refers to the value placed on interpersonal relations and social interactions where individuals deal with each other as caring complete persons, rather than as impersonal players of segmented roles. The emphasis is on those inner qualities that constitute the uniqueness and individual self-worth of each person, regardless of social, economic, or political status. Rather than trusting or respecting a person primarily on the basis of past achievements or future possibilities, as in the Anglo-American traditions, personalismo emphasizes the building of confianza (trust), respeto[3] (respect), orgullo (pride), and dignidad (dignity)--all of which are important considerations in the planning and delivery of educational and support services.

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[2] For a further discussion on value orientations across cultures see Kluckholn and Strodtbeck (1961) and Padilla (1980).

[3] While the word respeto can be translated to the English respect, studies indicate that the internalized meaning of the word varies. For Anglo-Americans, it reflects a fairly "detached, self-assured egalitarianism." For many Hispanics, it may imply a relationship involving a "highly, emotionalized dependence and dutifulness, within a fairly authoritarian framework" (Diaz-Guerrero, 1975).

Jerarquismo

Jerarquismo refers to the way individuals deal with one another in terms of the positions they occupy within a hierarchical societal structure. Jerarquismo also conforms to relative age, gender, race, and class positions. It basically corresponds to the linear structures of the family, on the one hand, and society on the other. Consequently, the family hierarchy emphasizes the significant respect due to elders or the authority of older persons over younger, with most respect and control over resources given to the oldest and least to the youngest members.

Theoretically, traditional "Hispanic" families regardless of structure are considered patriarchal, with the oldest male considered the head. Everyone else in the family is expected to respect his authority and obey his decisions. This pattern assigns greater value to **machismo** (masculinity) with an emphasis on the authority, respect, and control over resources by the males in the family. But in practice, there is much variation, with evidence of increasing numbers of matriarchal or female-headed households among all groups.

Presentismo

Presentismo refers to the emphasis or value given to present time and problems; as opposed to traditionalism, which emphasizes past times and problems, or futurism, which places an emphasis on times and problems yet to come. This present-time orientation can serve as a functional quality leading to a focus on the immediate crises at hand, rather than on what happened in the past, or what may happen in the future.

For Hispanics, counseling effectiveness and teaching, in general, are enhanced when the educator's communication conveys his or her awareness and appreciation of a student's personal and cultural background. For counselors and educators who work with Hispanics, this means a shift in thinking to take into consideration how the cultural system of an educational institution relates to the cultural system of individual students and their families who embody a common history and set of traditions that differ from the mainstream.

COUNSELING NATIVE AMERICANS

American Indian children in U.S. schools represent a great diversity of language and cultural orientations. The U.S. Census reports more than 1.9 million Native Americans as a self-identified population in the United States, although complex discussions of enrollment and blood-quantum can produce different numbers (Snipp, 1991), a situation unique to American Indians. This number is a great increase from the population reported around 1890 of less than 300,000. This has implications in counseling Native American students in terms of how the dominant society perceives their people historically. In Illinois there are 4,674 school-age (5-18 years) Native American children (Illinois State Board of Education Public School Bilingual Census, 1991-92).

In addition to the considerable benefits and potential problems Native American life entails, "Indians"[4] face pervasive stereotyping and misrepresentations in historical texts (Deloria, 1990) and in curricula used in schools (Giroux, 1983). Native American students are often subjected to inappropriate behavior and statements by teachers and student peers on a regular basis (Hornett, 1990). This section of the article will outline some of these potential problem areas and provide some sketches on resolving or clarifying them. Suggestions will also be made where counselors and teachers might look for other areas of conflict.

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[4] Native Americans and American Indians will be used interchangeably in this article. Native Americans can be more comprehensive, including all Native Alaskans. The term "Indians" is often connoted with colonial oppression, and is a misnomer to boot. However, it is still used in native and academic circles.

As noted earlier, Native American, and language minority students in general, can experience educational problems related to low self-esteem, limited English proficiency, assessment and testing bias, lack of representation in the curriculum, insufficient or ineffective family involvement, substance abuse and low socio-economic levels. A number of other issues or potential problem areas are relatively unique to American Indian students as well, including tribal and ethnic identity, gross stereotyping, sports logos and team mascots, negative media images, and historical inaccuracies. Each of these issues are related to the students' Native American background, and therefore must be addressed according to the students' individual needs. In Illinois, those needs are especially diverse and sometimes even ambiguous, because there are no reservations nor recognized tribal "nations" in the state. Most of Illinois' Native American population is centered near Chicago, with varied backgrounds and connections to their home communities. Essentially "Urban Indians," they may or may not share needs and concerns with more traditional groups on reservations.

What then does the counselor or educator do when working with American Indian students in such situations? We must consider two approaches in answering this question. The first considers traditional and contemporary Native American settings. Bransford (1982) explores the preparation of the counselor and educator, stressing characteristics such as intercultural awareness, and group orientation. Herring (1990) and Burton (1980) see the need for including Native American views and values in the process, like respecting elders and silent approval. Mitchum (1985) sees similar issues in respect to level of self-esteem, which Sanders (1987) takes a step further in analyzing culture-conflicts as contributing to poor self-image and reduced academic performance. Lafromboise (1981) focuses on coping skills as a means of cultural adaptation to social situations, and notes the importance of establishing and maintaining "trustworthiness" (1980) in a variety of settings, in and out of the office or class. In classes composed of Native Americans, Little Soldier (1988) observes the sociocultural environment as having influence, including non-competitiveness and task orientation.

The second approach is directed toward Urban Indian populations. Red Horse et al (1980) demonstrate that family values and communication patterns are not lost even if language and cultural orientation are reduced or even non-existent. Therefore, the focus on values, world views and cross-cultural adaptation strategies noted above would carry over to a more urban and culturally diverse group of American Indians as in Chicago. Perhaps of greater import is the focus on "trustworthiness" although in differing circumstances. Many of the problems Native American children face are unique to the Indian population, as noted above.

When an educator enters this world, in the role of counselor, it is important to be sensitive to how the child defines him or her self. American Indians of mixed ancestry live in a world that expects them to know specific cultural knowledge about their "tribe" while decrying their "primitive" practices. The element of trust enters when the counselor allows or even helps students to define themselves, as an "Indian" or a "Menominee" or just as an American. Making assumptions about American Indian people in general, good or bad, will deliver a message that being "Indian" is different and is undesirable to the child's need to belong, to be a member. This is underscored by the constant negative ethnic barrage any Native American faces from textbooks, the media and society in general. Part of a counselor's job, then, is to educate him or her self on who American Indians are, what they may be feeling, and what identity issues may be present.

Local and regional tribal knowledge and information sources must be developed in addition to more famous and pan-Indian texts (Fenelon, 1991). In Illinois, that includes tribes and Indian nations from all around the Great Lakes region as well as Woodlands and Plains areas (such as Ojibwe and Lakota-Sioux). Texts such as *People of the Three Fires* for accurate representation (Clifton and Cornell, 1986), or *Keepers of the Earth* for traditional science knowledge in native cultures (Caduto and Bruchac, 1988), are good examples of ways to achieve some awareness. When counselors employ culturally appropriate strategies which respect Native American ways of life and values, the single greatest obstacle to understanding is overcome - that of trust across cultures. The counselor is then freed to search for causes and symptoms of problems which lay outside of cultural value judgements, and more in the interplay of children and adolescents in a challenging, urban world.

In this section, we have identified some of the issues and problems Native American students of all ages may face in addition to those faced by other language minority groups in the United States. These are cultural, racial, and socio-linguistic in nature, and are further complicated by urban environments and maximized tribal diversity.

Education systems have attempted to assimilate American Indians as soon as the wars for land tenure were finished, including forced attendance at isolated boarding schools (Coolidge, 1977) where language and culture of Indian people were banned. Many Native American parents today experienced those internments in yesteryear, and the resulting "cultural hegemony" (Giroux, 1983). When counselors and educators attend to the needs and problems of American Indian students, especially those of limited English proficiency, they have to consider their values, cultural backgrounds, and recent histories - as well as how the educational system itself may have played a role in culturally "under-educating" the First Americans of this country.

COUNSELING ASIAN AMERICANS

The 1980 Census counted 3,726,440 Asian/Pacific Islander Americans in the United States. The term Asian/Pacific Islander is a broad racial and ethnic designation that covers over 60 separate ethnic groups and subgroups, each with separate histories, languages, and cultures. Ethnic diversity is only one variable. Add to that age, education, occupation, income, and period of immigration, and one begins to sense the myriad concerns affecting Asian/Pacific Islander communities.

The national origins of Asian/Pacific Islander Americans are in China, Japan, the Philippine Islands, Korea, India, Vietnam, Bangladesh, Laos, Cambodia, Sri Lanka, Thailand, Pakistan, and a dozen other Asian countries. Pacific Islanders can be from Hawaii, Samoa, Tonga, Guam, Tahiti, the Mariana Islands, the Marshall Islands, Palau, the Melanesian Islands, and many lesser known islands in the Pacific Ocean. In Illinois, there are 38,667 school-age (5-18 years) Asian/Pacific Islander American children (Illinois State Board of Education Public School Bilingual Census, 1991-92).

In counseling culturally diverse students (including Asian Americans) within an educational context, two counseling approaches stand out. One is the Minority Identity Development Model (MID) (Sue, 1981); Fernandez, 1988). This model is important in determining the qualities of the counselor. The other is known as culture-conflict scheme. (Sue, 1981). This model is important in determining the qualities of the student or counselee.

Counseling Asian students may be viewed as a process of interpersonal communication (Sue, 1981). For various reasons, the line of communication may break down between the counselor and the counselee. One factor that may cause breakdowns in communicating with Asian students is the perceived effectiveness of the counselor due to his/her ethnicity. The counselor of a different ethnic background may appear to the counselee as untrustworthy, thus preventing the counselee from self-disclosure, an important condition for effective counseling (Schmidt & Strong, 1971).

The ethnicity of the counselor has been a subject of much research. Yet there has been no conclusive evidence that the student's preference for a counselor, an indicator of the counselor's effectiveness, is affected by race or ethnicity (Atkinson, 1985; Atkinson & Gim, 1989). The question remains: "Can a counselor of different race or ethnicity be an effective counselor for Asian Americans? The MID model offers an answer.

The MID model identifies five stages. Each stage describes four corresponding attributes that form the minority person's identity. The following is a summary of each stage and its attributes:

Stage one- The Conformity Stage. This stage is characterized by rejecting one's own culture and preferring the dominant culture. Feelings of racial self-hatred and negative beliefs about other minority groups are likely to be strong.

Stage two- Dissonance Stage. Conflict between one's own cultural values and those of the dominant culture arises. The person begins to question the values of the dominant culture as information and experiences reflect conflicts in everyday life.

Stage three- Resistance and Immersion. Rejection of the dominant culture and endorsement of one's own culture, even stereotypically conceived, self-appreciation, and empathy for other minorities are characteristics of this stage. Distrust and even hatred of the dominant culture can be strong.

Stage four- Introspection Stage. This stage is characterized by the individual questioning the extreme views of the previous stage.

Stage five- Synergetic Articulation and Awareness Stage. Conflicts arising from previous stages are resolved. The individual appreciates the dominant culture, one's own culture and other minority cultures by examining objectively, accepting or rejecting elements of various cultures.

An equally important consideration is how conflict is resolved. Cultural backgrounds are considered an all-powerful factor influencing how the student copes with the adjustment problems. Sue (1981) proposed a conceptual scheme of three different ways that Asian Americans use to adjust to the conflicting demands between the culture of the home and that of the mainstream society. A person may use one of the three approaches: traditional, marginal, or Asian American. At this point readers should exercise caution when attempting to define an "Asian American" student. Asian Americans as stated earlier are not a homogenous group. They include the most affluent people who are managers and professionals and those among the poorest hill tribes from Southeast Asia who are illiterate and deprived, according to modern middle class standards.

The traditionalist will adhere closely to the norms, standards, and values of the traditional Asian family. Traditional values include reverence for elders, preserving family reputation, support of family members, avoidance of conflict, indirect approaches to problem solving, and repression of emotions. The means by which traditional values are transmitted is through the appeal to the obligations of the family members. Parents constantly remind their children of their obligations to the family and how shameful and disastrous it would be if one should neglect one's obligation.

The marginalist attempts to become over-westernized by rejecting traditional Asian values. This person views ethnicity as a handicap and may develop a racial self-hatred attitude.

Like the marginalist, the Asian American often rejects traditional Asian values. The marginalist, however, blames society for whatever causes adjustment problems. The Asian American is intolerant of shortcomings in society such as poverty and racism.

Regardless of which approach to coping is chosen by the individual, characteristics of the counselor or educator such as ethnicity, sensitivity, and knowledge of other cultures are important. Other important characteristics of educators and counselors are experience, teaching, counseling style, and worldview. Equally important are the characteristics of the student or counselee. The student's stages of identity development, approaches to adjustment, nature of the problems all affect the result of counseling within a community or educational setting.

From the delineation of the identity development stages, one can safely assume that ethnicity does affect cross-cultural counseling for Asian American students. A person at the conformity stage will look for an advocate or counselor who is sensitive to both cultural backgrounds. The advocate is likely to be a minority since the counselor of the dominant culture probably will be perceived as not being familiar with the minority culture. A person at the resistance and immersion stage distrusts people of the dominant culture and therefore, will prefer a counselor of his/her own culture Howver he/she will be more receptive to one that shares similar worldviews and attitudes. For a person at the synergetic articulation and awareness stage, similar worldviews, attitudes and beliefs are more important than ethnic membership.

In summary, the conflict resolution approach adopted by an Asian American student affects counseling style and goals. With a traditionalist the counselor must be aware of the intensity of guilt and shame felt by the student at seeking help. Confidentiality is of utmost importance. The student may not admit that there is a problem but other indications such as declining grades, lack of interest, and vocational indecision may appear (Sue, 1981). A usual style of counseling that emphasizes verbal expressiveness and openness, a style that characterizes a white middle-class culture, may discriminate against the Asian American student. The traditionalist may find it hard to talk about feelings since these are private matters usually discussed only within the family circle. The educator or counselor must adopt an advocacy style that is logical, rational, and structured rather than the usual affective, reflective, and objective style favored by most Americans. With the marginalist and the Asian American, the counselor must actively help the student sort out the confusing conditions. The counselor will need to help the marginalist distinguish between positive acculturation and negative rejection of one's own cultural values. Here the counselor must be thoroughly familiar with the student's culture and background. The counselor will also need to help the Asian American distinguish between societal problems and individual problems. And finally, the counselor must be ready to accept challenges from the militant Asian American who inclines to overthrow anything concerning the establishment, including the process of counseling itself (Sue, 1981).

IMPLICATIONS FOR COUNSELING WITHIN AN EDUCATIONAL CONTEXT

It seems so natural that an interest in reforming schooling should lead to an interest in ethnicity and cultural diversity. It is surprising that, until relatively recently, this diversity has been somewhat neglected by counseling professionals and educators.

At best, however, most people, even educators, will come to understand well only a few culturally different groups in the course of their lifetimes. Obviously, no counselor or educator can become a total expert on the numerous ethnic groups that can be found in culturally diverse schools today. What is essential for counselors and educators, however, is to develop an attitude of openness to cultural variability and to the relativity of their own values and experiences. An appropriate approach lies not in trying to eradicate cultural differences, but in attempting to foster the development of each individual's sense of self both culturally and personally. What is desirable is that every member of society becomes multiculturally competent: that every individual learns how to function in culturally different environments and learns how to be sensitive to and tolerant of differences. In order to do this, however, counselors and teachers need to become familiar with cultural similarities and differences pertaining to the ethnic groups with which they work. This requires an understanding of what some of the barriers are to changing assumptions within the educational/counseling context.

Cultural barriers within this context are not easily accommodated. It takes training, exposure, meaningful interaction and time to learn how to appropriately deal with barriers. Communication barriers are common within an educational/counseling context. Many messages conveyed, particularly across cultures, are accidental and not necessarily intended to be communicated. Other messages that are directed toward others are deliberate and are communicated with a specific intention on the part on the sender. Ideally within an educational/counseling context, communication will be intentional and less accidental (Barna, 1982).

Other communication barriers include:

- Language variance such as dialect and social class differences
- Nonverbal communication styles such as gestures, posture, tone of voice, and timing
- Differing notions and expectations of the educational/counseling relationship
- Preconceptions and stereotypes: overgeneralized beliefs that create a preconceived structure among individuals who know little about one another
- The tendency to evaluate by approving or disapproving the content of messages received
- The tendency to evaluate by approving or disapproving the content of communication received by others

Listed below are some ways that may help to decrease multicultural barriers (Pedersen, 1988):

Decreasing the Language Barrier

- Learn the language.
- Find someone who can speak the language and has familiarity with the culture and community.
- Clarify by restating the message that you believe was communicated.

Decreasing the Nonverbal Communication Barrier

- Do not assume you understand nonverbal communication such as body language unless you are familiar with the culture.
- If the nonverbal communication is insulting in your culture, do not take it personally.
- Develop an awareness of your own nonverbal and verbal communication that may be insulting in certain cultures.

Alternative Expectations of "Helping"

- Explore through discussion how individuals and groups view "education, counseling and assistance." Individuals may not be familiar with the Western or educational concept of "counseling."
- Understand and respect that individuals may obtain assistance via informal or alternative channels (i.e., family members, the church, etc.).
- Become a liaison among those avenues from which the individual derives support.

Avoiding Stereotypes

- Make every effort to increase awareness of your own personal preconceptions and stereotypes of cultures you encounter.
- With this awareness, reinterpret the behavior of people from another culture from their cultural perspective.
- Be willing to test, adapt, and change your perceptions to fit your new experiences.

Decreasing the Evaluation Barrier

- Try to maintain objectivity.
- Recognize that you cannot change a person or encourage change overnight.
- Do not judge someone by your own cultural values. Re-evaluate your own judgements after you have come to know the people and their culture.

These are only a few general guidelines for working with culturally different individuals. Understanding how and what kinds of factors influence the way ethnic and cultural patterns surface within individual students will require acquiring, analyzing, and using the following information for each individual:

- Language(s)/dialect(s) spoken in the home
- Language(s)/dialect(s) spoken within the student's community
- Standard language expected/spoken by school staff
- Country of origin
- "Race" ascribed to student by school staff

- History of migration to the United States
- Family's place of residence
- Frequency of visits to country of birth, if other than the United States mainland
- Family structure
- Socioeconomic status, educational achievement, and upward mobility of families
- Status of group in relation to the mainstream and school community
- Generational status within the greater community
- Multiple group identification and membership

These lists of suggestions are not all inclusive nor prescriptive. Each individual case is unique and requires data gathering, analysis, reflection, experimentation and constant revision. This process itself can be challenging.

Educators need to remain open to the wide range of cultural possibilities. Ambiguity and difference are threatening, and individuals do tend to shut down emotionally when confronted with too much information. Understanding the limitations and relativity of our own ethnic and cultural perspectives including personal experiences is the best insurance against such shut down.

For counselors and educators, there are particular difficulties in stepping outside personal belief systems. Not all cultural groups value the pursuit of insight, truth, "getting ahead," or sharing problems in the same way that people do within the majority cultural group in the United States. By exploring personal assumptions about ethnic and racial groups, educators are compelled to question frequently used counseling and educational approaches. The examination, revision, and restructuring of current practices should be on-going and comprehensive.

CONCLUSIONS

The numbers of language minority students in schools are growing at significant rates in states all across the country and in Illinois. The levels of academic achievement at which these students are performing are currently not acceptable. If these ever increasing numbers of minority students continue to perform academically as they are now performing, the economic and sociological outlook for the nation will be bleak at best. Educators, politicians, and citizens in general are finally beginning to think about the disastrous consequences that an undereducated society will produce. School reform efforts aimed at accelerating not remediating, creating community schools and, educating the whole child all look promising. To do this educators, including counselors, will need to take on the role of advocate for minority students.

Professionals will need to learn about the many different cultures with which they work, and they will need to become multiculturally competent: they will need to be able to function within a variety of different cultural settings and will need to become knowledgeable about and sensitive to different ethnic and cultural groups. These same educators will need to get in touch with their own cultural values and will need to recognize on a conscious level what their own cultural orientations are. It is essential for educators and counselors to develop an attitude of openness to cultural variability and to the relativity of their own cultural values and experiences. An appropriate approach to addressing the issues facing education today is not to try to eradicate cultural differences, but to attempt to develop each individual's potential to be a multiculturally competent resource within the community and within society in general.

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Cross-Cultural Counseling Approaches

by: Phone Khoxayo

To be effective and beneficial to language minority students, counseling must be broad in its outlook and flexible in its approaches. Traditional counseling approaches are heavily biased toward white middle-class values that are not necessarily shared by language minority students. Language minority students find these approaches ineffective. They do not serve their needs. They are oppressive by perpetuating a negative image of language minorities as inferior, underdeveloped and deficient (Sue, 1981).

Since traditional approaches are ineffective and harmful, alternative approaches are suggested. Counseling language minority students, especially those with limited English proficiency, is still in its infancy stage of development; therefore, no specific alternative approach has yet been identified. Instead, a more general approach is described.

This article will review traditional approaches that fail to meet the needs of language minority students and suggests some remedies.

Counseling is a product of a culture. Different cultures use different techniques of counseling (Das, 1987). The goals of counseling may also vary among cultures. Traditional western counseling aims at helping a client to make a decision based on factual presentation of test results and self-exploration through verbal interaction between the counselor and client (Griggs, 1991). This approach may not work with a client who seeks advice and finds its culturally inappropriate to talk about feelings and personal matters. Moreover, the emphasis on verbal skills in the western tradition may distort the counselor's perception of the client who place less values on those skills. The counselor's perception will result in misdiagnosis which in turn may lead to inappropriate treatment. The flow of information in the western tradition is from the client to the counselor, while in certain cultures the opposite is true.

Counseling in itself can be considered a culture with a set of values and practices. The values such as "individualism," "rationalism," and "self-determination" commonly cited as goals of counseling are clearly Western in orientation. Third World cultures may not share these same values. In Asian culture, for example, the family, not the individual, is more important; intuitive knowledge is considered the higher form of knowledge; building a solid network of relationship rather than self-determination is the goal. Forcing a third world client to conform to the Western mold will rob him/her of his/her cultural heritage. Used in this way, counseling is an oppressive tool.

Communication involves the sending and receiving of messages through various media. The message, the media, the individuals and the social context within which communication takes place provide a framework for effective communication. Within a cultural setting, these elements are clearly defined and understood. Applied to a different cultural setting, these factors become less obvious. Silence in the conversation, for example, means respect for elders in Asian culture, while in French culture it indicates an agreement. An American may feel uncomfortable with silence and fill it with more talk. Counseling can be considered as a form of communication with an intention to improve a state of affairs. When the counselor's and the counselee's cultural backgrounds are different, the communication process may break down due to different interpretations given to various aspects of communication.

Effective counseling, therefore, is culturally sensitive. Counselors working with language minorities need to be aware of their own cultural background and training and the backgrounds of their clients (Fukuyama, 1990). The following steps are suggested when working with language minorities.

Understand clearly one's own cultural values and assumptions. Sometimes it is difficult to understand one's own culture because it seems so natural that everything is taken for granted. Yet culture is always there, invisible, acting as a filter through which one sees the outside world and reacts to it. Different cultures see and react to the world differently.

Gather and learn as much as possible background information. The information concerning the student (culture, family, education, level of acculturation, language etc.) should indicate how well the individual functions in different milieus: in the family, at school, with peers, etc.; what is acceptable; what is right; what is not acceptable; what is inappropriate.

Establish relationships. Creating an environment of trust and genuine interest in helping is important to establish a meaningful relationship with the student seeking or needing help. Knowledge gained during the information gathering process above should help the counselor-teacher determine what is the appropriate and correct manner to proceed.

Determine goal and approach. Appropriate goals and appropriate approaches make counseling effective. The counselor-teacher needs to look at counseling from many perspectives. For example, a minority student who becomes involved in fighting needs help. The counselor-teacher can concentrate on eliminating the "fighting behavior" but the goal may not be appropriate if the cause of the fighting is the social climate of the classroom. In this case, it may be that the minority student is being teased by the class because of his ethnic background.

The attached annotated bibliography provides more detailed discussions of the importance of culture in counseling language minorities.

Atkinson, Donald R. 1985. A meta-review of research on cross-cultural counseling and psychotherapy. *Journal of Multicultural Counseling and Development,* vol. 13, no. 4, 138-153.

This review identifies seven factors that affect cross-cultural counseling. These factors are client use of mental health services, client preferences for counselor race or ethnicity, counselor prejudice, differential diagnosis of client problems, differential counseling process, differential treatment, and differential outcome.

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Child and Adolescent Service System Program (CASSP). 1989. ***Toward a culturally competent system of care: a monograph on effective services for minority children who are severely emotionally disturbed.*** **Washington D C: Georgetown University Child Development Center.**

This monograph provides a philosophical framework and practical ideas for improving service delivery to minority children in general and specifically to those who are severely emotionally disturbed. It stresses the importance of culture in the process of helping .

Das, Ajtk. 1987. Indigenous models of therapy in traditional Asian societies. ***Journal of Multicultural Counseling and Development,*** **vol. 15, no. 1, 25-37.**

This article reviews how mental health and illnesses are conceived and treated in Eastern societies where Islamic, Hindu, Buddhist, and Taoist religions are prevalent. The reading of the article provides a non-western perspective of counseling and psychotherapy.

Fukuyama, Mary A. 1990. Taking a universal approach to multicultural counseling. ***Counselor Education and Supervision,*** **vol. 30, 7-13.**

This article takes a universal approach to multicultural counseling by exploring the commonalities of the minority experiences (discrimination, prejudice, neglect, etc.) and proposing transcultural models for multicultural training.

Griggs, Shirley A. 1991. ***Learning style counseling.*** **Ann Arbor, Michigan: ERIC Counseling and Personnel Services Clearinghouse.**

The book presents an eclectic approach to counseling where individual differences are organized in terms of learning styles. Matching counseling approaches to individual learning styles is the most desirable outcome.

Keys, Kay L. 1989. The counselor's role in helping students with limited English proficiency. ***The School Counselor,*** **vol. 37, 144-148.**

This article identifies the counselor as the first person who could ease the transition of a LEP student into the life of the school. It provides suggestions on practical issues such as using local agencies, placement, support system, and culture.

Sue, Derald W. 1981. ***Counseling the culturally different.*** **New York: Wiley.**

This book provides a theoretical framework upon which cross-cultural counseling takes place as well as specific approaches towards counseling specific ethnic groups such as Hispanic, Asian, Native American and Afro-American.

Considerations for Counseling The Culturally and Linguistically Diverse At-Risk Student

by: Brenda M. Rodriguez

INTRODUCTION

The United States is experiencing a pronounced shift in demographics. By the turn of the century, it is projected that 40% of all public school students will be from linguistically, ethnically and culturally diverse backgrounds. This multicultural trend is not a regional phenomenon; it is evident in states, cities, neighborhoods, and schools across the country. There are at least six states with an African American, Hispanic/Latino, Asian and Native American public school enrollment of 35% or more and another 12 states in which these students make up between 25% and 34% of the enrollment. The number of "minority"[1] students in many large city school systems approaches or exceeds 80%.[2]

Somewhere between 2.3 and 3.5 million school-aged children and youth in the United States are limited English proficient (LEP) or language minority students.[3] According to projections by the Urban Institute, the number of Hispanics/ Latinos and Asian Americans will more than triple by the year 2040, and their proportion will more than double, to 27.8% of the U.S. population (as compared with 11.9% in 1990).[4]

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[1] "Minority' status is an engaging concept. In some contexts, the term has little to do with numerical proportions, or it is based on the flawed, stereotypic or racist conception that there is a numerical proportion that can be derived that is less than the majority of the population. However, the term "majority" is rarely or never qualified. There are at least two provocative and fundamental principles: The use of the term "minority" when referring to "people of color" in numerical terms is a misnomer in the context of the world population, and with growing frequency, a statistical error or delusion in communities across the United States. Further, the term "minority" is often interpreted as something or someone of lesser value. Persons in the U.S. may have varied skin hues, speak in different languages and dialects, and possess unique cultural characteristics, but they share certain eternal values and a common dream for themselves, their children, and their communities--so the "minority" label may be problematic.

[2] See Plisko, V.W. and J.D. Stern (Eds.). (1986, 1990). The Condition of Education: A Statistical Report. Washington, D.C.: U.S. Government Printing Office.

[3] The 1990 Census counted more than 6.3 million children between the ages of 5 and 17 who spoke home languages other than English.

According to the U.S. Department of Education, in 1990-1991 there were approximately 2.3 million elementary and secondary students who could be identified as limited-English-proficient. (The Condition of Bilingual Education in the Nation: A Report to the Congress and the President, June 30, 1992, pp. 29-30).

The Council of Chief State School Officers (CCSSO) report that other estimates have ranged from 3.5 million to 5.3 million. This variation is due in part to the lack of a uniform definition of limited English proficiency, leaving schools and states to rely on a variety of identification procedures. The "Report of the Stanford Working Group" extrapolated a national LEP student total of 3.3. million (Federal Education Programs for Limited-English-Proficient Students: A blueprint for the Second Generation, June 14, 1993, pp. 14-15).

[4] Edmonston, B. and Passel, J. (1992), The Future Immigrant Population of the United States (Washington, D.C.: Urban Institute), cited in Numbers and Needs, 2 (6), 1, 3 (Nov. 1992).

Furthermore, language minority students are a more diverse group than ever before. The public schools in the United States currently receive students from numerous countries with varying language and cultural backgrounds. As a result, English as a Second Language(ESL) and bilingual education programs may contain students from as many as five or ten different countries, languages and/or cultures during the same instructional period. In addition to the linguistic and cultural diversity of these students, there is also tremendous variability in the types of school-related experiences and native language development that language minority students bring to the U.S. classrooms. Specifically, this student population may consist of: (a) literate students from literate societies with prior schooling; (b) literate students from literate societies with little prior schooling; (c) nonliterate and nonschooled students from literate societies; and (d) students from societies with a primarily oral tradition (societies without transcribed language systems and without literacy traditions as we know them).

Language minority student populations are also heterogeneous in terms of their degree of acculturation, country of birth, immigration experience, and socioeconomic status. Disproportionately represented among school failures, their lack of success in school is frequently compounded by other circumstances such as poverty, poor health care, or violent unstable home environment. Due to gaps and interrupted schools, many are also at risk for poor school achievement, dropping out and falling prey to drugs, gangs, crime, teenage pregnancy, or chronic unemployment. It is anticipated that by the year 2000, at least 38% of all children under the age of 18 years may be at risk.[5]

A NEW AT RISK POPULATION

Although it is common to speak of at risk children as exhibiting the characteristics discussed earlier, there is among linguistically and culturally diverse groups a new and not-so-young population that must also be considered. They are immigrant children who come to the United States from countries at war, and who are expected to attend school and learn the language and subject matter just as any other child. Many of these children are not performing well in school. They have survived experiences that are beyond our comprehension. They have not only experienced violence at its peak, but also seen members of their families killed or mutilated living in fear for their own lives. Those who have lost their parents have realized a child's greatest fear as the fear of being abandoned by one or both parents. They cannot understand their own survival, let alone their survival in a different culture, where a different language is spoken and things are done in a way that is foreign to them. This new group of immigrants is at risk for "post traumatic stress disorder."[6] One of the characteristics of this disorder is the lack of "responsiveness to or reduced involvement with the external world,"[7] often accompanied by problems with memory and concentration. Children suffering from post-traumatic stress disorder have difficulty in school. They are physically there but are not in touch with what transpires in the classroom. Learning very little, if anything, they are lost in our world.

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[5] Committee for Economic Development. (1987). Children in Need: Investment Strategies for the Educationally Disadvantaged. New York: Committee for Economic Development.

[6] American Psychological Association (APA). (1980). Quick Reference to the Diagnostic Criteria from DSM-111, p. 137. Washington, D.C.

[7] See Note 7.

We do not have much experience dealing with children who are war victims. Even special educators trained to work with emotionally disturbed children do not have the skills to work with this complex problem. Referral to special education is not the solution for this group; often they should be referred to mental health agencies as well.

Since children who suffer from post traumatic stress disorder are often found in foster or adoptive homes, parent intervention becomes critical. It is fair to assume that affected parents are also having difficulties dealing with their behavior. Thus, once again, our concern must extend beyond the walls of the school.

Classroom teachers should not exert undue pressure on these students, and they should pace their work so that new knowledge is given in very small doses. Teachers can also be understanding when unsusal or out of the ordinary behaviors emerge, for example, when a child is unusually startled by a loud noise or retreats under a table or behind a cabinet. Rather than confront the child presenting these behaviors, the teacher needs to find creative ways in which to renew the student's involvement with the group and minimize the effect of the child's extreme reaction. Being sensitive to the student's confusion and pain by providing opportunities for self-expression through activities such as art, role-playing situations, narratives, and bibliotherapy could also be helpful.

AT RISK STUDENTS: THEORY AND IMPLICATIONS

Both the literature and practical experience continually remind us of the importance of understanding the cultural, linguistic, and socioeconomic backgrounds of at risk students. Inaccurate perceptions, stereotypes, and lack of familiarity with ethnic groups, their culture, language, history, and contemporary experiences can lead to low expectations and unwarranted generalizations about their educational potential.

Over the past two decades, a great deal of education literature has reported on the "minority" child at risk in the educational system. Much of this research has focused on the failure of "minority" children to succeed academically. A number of theories have evolved over the years to explain the phenomenon. Early literature attributed failure to the child and the family environment and at times included genetic explanations; later literature has recognized the role of the educational system in inhibiting the academic progress of "minority" children, particularly in large urban schools.

School failure can be attributed to a variety of reasons: (a) developmental immaturity or a lack of preparation for formal learning; (b) undiagnosed learning disabilities, emotional problems, or physical handicaps; (c) language problems or difficulties, or limited English proficiency; (d) racial or ethnic prejudice; (e) parents who are indifferent to, or ill-equipped to handle, their children's emotional and/or educational needs; and (f) schools or instruction of substandard quality. For Hispanics and Native Americans, dropout and educational failure rates remain far higher than for other groups.[8] Those who do stay in school often graduate without the rigorous preparation they need to compete in the job market. Large numbers of language minority students continue to receive instruction that is substandard to what monolingual English and middle class students receive.[9] More recent educational theories and strategies have emphasized the role of economic status, home environment, and cultural characteristics.[10] They generally follow the premise that since the educational system reflects the values of the mainstream (e.g., "white", monolingual, and middle class) culture, "minority" children are at a disadvantage because their cultural and linguistic patterns are incongruent with those of the dominant culture. This amounts to a two-tier system of education, with challenging curriculum for some and mediocrity for the others.

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[8] NCES, (1992). Are Hispanic Dropout Rates Related to Migration? OERI Educational Research List (TCSVM): Hispanic Dropout Rates, Washington, D.C.: U.S. Department of Education, Nov. 14.
See also Indian Nations At Risk: An Educational Strategy for Action (1991), Washington, D.C.: U.S. Department of Education, p. 7.

NEED FOR APPROPRIATE INSTRUCTION, COUNSELING AND INTERVENTION

Many culturally and linguistically diverse students may be eligible to participate in programs for disadvantaged children and youth, including those with limited English proficiency, recent immigrants, Native Americans, and migrants. In fact, a practical criterion for identifying students at risk has been eligibility for Chapter 1, special education or other remedial services under today's standards. The current educational context, however, reflects a fragmentation of educational services. Most states now play a limited role in Title VII projects, which in turn are rarely coordinated with Chapter 1, migrant education, or other federal, state, or local efforts. This lack of coherence exacerbates our attempts at determining what children should learn, what levels of proficiency they should achieve, how staff should be trained to teach them, and how governance should be structured to meet these goals. Distinguishing among individual needs related to culture and language, poverty, mobility, or exceptionalities and providing appropriate services may require a combination of services and personnel.

In striving to improve services for culturally and linguistically diverse students at risk, we cannot be content with a system that serves only a proportion of the students well. Teachers play a central role in the referral and intervention process for children at risk, for they are key to any effort to institute prereferral and intervention strategies that emphasize curricular and instructional adaptations for students from different cultural and linguistic backgrounds. Because so many of these students at risk may also have external issues that intensify the teacher/student relationship and capacity to succeed in the school environment, teachers, counselors, and school psychologists are encouraged to become aware of appropriate counseling techniques, as well.

The annotated bibliography that follows provides additional information on language minority students who may be at risk. The suggestions offered weave counseling and intervention strategies into curriculum and instructional processes and program coordination. They have in common a commitment to acknowledging and appreciating cultural diversity and improving educational opportunities for culturally and linguistically diverse children and youth. Because language-minority students make up a growing portion of our future work force, it is imperative that they be provided an equal opportunity for developing sophisticated capacities for continued learning and language development.

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[9] See Berman, P., J. Chambers, P. Gandara, B. McLaughlin, C. Minicucci, B. Nelson, L. Olsen, and T. Parrish. (1992). Meeting the Challenge of Linguistic Diversity: An Evaluation of Programs for Pupils with Limited Proficiency in English. Berkeley, CA: BW Associates.

[10] Murphy, D.C. (1986). "Educational Disadvantagement: Associated Factors, Current Interventions, and Implications." Journal of Negro Education, Vol. 55: 495-507.

ANNOTATED BIBLIOGRAPHY

Aronowitz, M. 1984. "The Social and Emotional Adjustment of Immigrant Children: A Review of the Literature." ***International Migration Review.*** **vol. 18, no. 2, 237-257.**

This article reviews the existing research on the prevalence of social and emotional adjustment problems among immigrant children, examines the findings on the kinds of adjustment problems exacerbated by migration or particular to immigrant school children, and reviews and assesses effectiveness of intervention programs developed specifically to aid such children. Also considered is a theoretical framework which would facilitate conceptualizing the process of immigration among children, their particular needs, and how these might best be met by primary and secondary preventive interventions.

Barona, A. and E.E. Garcia. 1990. ***Children at Risk: Poverty, Minority Status, and Other Issues in Educational Equity.*** **Washington, DC: National Association of School Psychologists (NASP).**

This publication is geared to the school psychologist and addresses the issues of educational equity as it impacts those students labelled "at-risk." There is an emphasis on the challenges faced by those students at risk who come from linguistically diverse backgrounds. There are four parts to this publication: (1) Issues in Educational Equity; (2) Delivery of Educational Services and Interventions with Low SES and Minority Children; (3) Educational Support Strategies; and (4) Assessment.

Borders, L. and S.M. Drury. 1992. ***Counseling Programs: A Guide to Evaluation.*** **Greensboro, NC: University of North Carolina Press (Sage Publications).**

This comprehensive text reviews techniques for evaluating an entire counseling program for its responsiveness and effectiveness. It offers a student-centered approach to evaluating learning environments and methods to assess teacher and parent needs and opinions.

Cole, S., A.R. Thomas, and C.C. Lee. 1988. "School Counselor and School Psychologist: Partners in Minority Family Outreach." ***Journal of Multicultural Counseling and Development.*** **vol. 16, 110-116.**

This article discusses the various and expanded roles school counselors and school psychologists play in serving culturally and linguistically diverse communities. The emphasis is on developing a partnership model with community resources and establishing alternative methods of providing family consultation services and paraprofessional development and coordination within these communities.

Cuellar, A. and M. Cuellar. 1991. "Winners' and Losers' Circles: Conceptions of Social and School-Based Factors Affecting Student Achievement." ***Journal of Educational Issues of Language Minority Students.*** **vol. 9, 115-136.**

This article states that minorities, especially those groups with language barriers, have a tendency toward low scholastic achievement, and dropout rates among these students are unacceptably high. The authors analyze the literature about students at risk, dropouts, and

academic excellence to establish a relationship between experiencing excellence and being at risk. Several elements and methods are identified as being successful in preventing low scholastic achievement and dropouts, which include: individualization of instruction, promotion of a group setting; peer counseling and mediation; team teaching, a program of incentives for both students and instructors, year-round schools, a rigorous system of dropout accountability.

Gingras, R.C. and R.C. Careaga. 1989. "Limited English Proficient Students At-Risk: Issues and Prevention Strategies." Silver Spring, MD: National Clearinghouse for Bilingual Education (NCBE).

This paper focuses on the dropout problem among limited-English-proficient (LEP) students, defining the terms "LEP" and "dropout." Statistics on LEP populations and "minority" dropouts are presented, and the relationship between low levels of English proficiency, along with other factors, and low/under achievement and dropping out are examined. Various types of dropout prevention strategies and programs are reviewed, including counseling approaches, and alternative curricula. Recommendations involve interventions at all levels of the educational experience.

Koslow, D.R. and E.P. Salett. (Eds.). 1989. *Crossing Cultures in Mental Health* (1st ed.). Washington, DC: SIETAR International (The International Society for Education, Training and Research).

This book is intended for mental health professionals, trainers and others who work in the field of cross-cultural counseling. It provides suggestions for improving skills in cross-cultural communication. Issues of relevance in work with refugee, immigrant and sojourner and migrant populations are addressed. This publication provides a general framework for working with culturally and linguistically diverse populations including those who have been traumatized during a refugee or war experience.

Kottler, J.A. and E. Kottler. 1993. *Teacher as Counselor: Developing the Helping Skills You Need.* Las Vegas, NV: University of Nevada, Sage Publications.

This publication presents ways in which teachers can develop high degrees of interpersonal sensitivity and skill--and how teachers can use their professional and personal skills to meet the diverse needs of the classroom, especially when they function as counselors.

Leung, E.K. 1990. "Early Risks: Transition from Culturally/Linguistically Diverse Homes to Formal Schooling." *The Journal of Educational Issues of Language Minority Students* (Special Education Issue), vol 7, 35-52.

This articles discusses the risks culturally and linguistically diverse children face in the early transition from home to school which can negatively affect their future lives. Risk factors include physical, linguistic, and culture-based behavioral differences; the acculturation dilemma and resulting identity crisis, and insensitive behavior of "significant others" within the educational context. Recommendations are presented for ways in which schools, school districts, counselors, teachers, parents and peers can support young children through this critical period of their lives.

Lucas, T., R. Henze and R. Donato. 1990. "Promoting the Success of Latino Language

Minority Students: An Exploratory Study of Six High Schools." *Harvard Educational Review*, vol. 60, no. 3, 315-340.

This article highlights an exploratory study applied to identify features of six high schools in California and Arizona, selected on the basis of their recognized success in educating Spanish-speaking Latino students. Within-site and cross-site analysis of data pointed to eight features common to the schools studies. One of the features highlighted is a counseling program giving special attention to language minority students and their special needs.

McGoldrick, M., J.K. Pearce and J. Giordano, (Eds.). 1982. *Ethnicity and Family Therapy*. New York, NY: The Guilford Press.

This book offers cultural profiles relating to specific intervention strategies and focuses on specific ethnic backgrounds, analyzing social, behavioral and belief systems, interactive patterns, religion, and other differentiating patterns that may impact the counseling or therapeutic realtionship. Issues explored that may arise within families from culturally diverse backgrounds include cultural definitions of normality, attitudes toward problem solving, life stage transitions, perceptions of appropriate sex and family role behavior, and social beliefs. Also considered are the effects of a family's generational status on the degree of rootedness in ethnic and cultural conditioning.

Orr, M. T. 1987. *Keeping Students in School*. San Francisco, CA: Jossey-Bass, Inc.

This book provides comprehensive analysis including demographic information and public policy concerns regarding the school-dropout problem along with possible solutions and responses. Chapters three through eight (the focus of the book) present in-depth descriptions of 14 existing programs and form the outline of a program-planning framework. Each program contains, to various degrees, four service components: basic-skills remediation, world-of-work exposure, supportive and counseling services, and personal development.

San Diego City Schools. 1991. *Going Places: An Enrichment Program to Empower Students*. San Diego City Schools - Washington, DC: U.S. Department of Education.

An important resource for middle and high school administrators, teachers, and counselors seeking to reduce dropout rates; based on the experience of a successful San Diego model. This publication addresses the specific needs of potential dropouts with a focus on enrichment and hands-on cooperative learning. This intensive program develops and builds self-esteem, improves problem-solving and decision-making skills, and develops leadership skills--all designed to help students begin high school with a successful experience. This publication also emphasizes support groups, a sense of belonging, and parent involvement in the education of their children.

Santos, R.S. and N. Ramos. 1990. "Minority Dropouts: Combatting the Results of a History of Neglect." *The Journal of Educational Issues of Language Minority Students*. vol. 6, 11-20.

This article addresses the urgent need for our nation and schools to respond to the severe dropout problem, affecting minority students disproportionately. Strategies for keeping minority youth in school include measures in the areas of school employment practices; school climate and culture; bilingual education programs; remedial and tutorial practices; special counseling and support services; teacher practices and classroom environment; parent involvement; and alternative programs for at-risk students.

Sheorey, R. 1992. *Counseling Limited English Proficient Students: A Resource Book* (5th Ed.) (University of Oklahoma at Norman, Bilingual Education Multifunctional Resource Center). Washington, DC: National Clearinghouse of Bilingual Education (NCBE).

This guide provides educators with references and citations to information to assist in increasing awareness and meeting the special needs of the growing numbers of language minority students. It includes an extensive annotated bibliography covering the following topics: (1) cross cultural counseling--counseling and self-esteem, needs assessment and testing, career and vocational guidance, and parental involvement; (2) counselor characteristics and training; and (3) acculturation and background of Hispanics, Asians, and American Indians. Information on appropriate agencies, programs, certification requirements, psychologists who work with language minority students, and journals and dissertations is also included.

Valencia, A.A. 1992. "The Minority At-Risk Students: An Educational Challenge." *Journal of Educational Issues of Language Minority Students.* vol. 11, 251-264.

This paper describes the behavioral and psychosocial characteristics of minority at-risk students, including those traits frequently referred to in the literature as well as others which have received less attention. It points to some of the shortcomings of the U.S. educational system in responding to the educational needs of at-risk culturally and linguistically diverse students, and suggests several viable approaches for encouraging these students to continue their education and to develop social, cultural and counseling supports.

Waxman, H.S., J. Walker de Felix, J.E. Anderson and H.P. Baptiste, (Eds.). 1992. *Students at Risk in At-Risk Schools: Improving Environments for Learning.* Newbury Park, CA: Corwin Press, Inc.

This anthology of articles focuses on what educational leaders, teachers, and counselors can do to improve the conditions of teaching and learning for those culturally and linguistically diverse students who are also at-risk for educational failure. The focus is on environments where learning and counseling services support social, cultural, and linguistic diversity.

Retention Issues in the Education of Language Minority Students and Implications for Counseling

by: Jim Fenelon

This chapter is meant to prepare the groundwork for understanding the issues underlying the counseling of culturally different students. The focus is mostly on retention as the common strategy employed, and most misguided, except, as the research points out, in very select instances. In framing the research, self-esteem issues, achievement modalities, drop-out rates, sociolinguistic and cross-cultural differences are identified. Pre-school through secondary levels are discussed, with a review of the current literature, to view the long-term effects long suspected by practitioners in the field. Program and group strategies are described, along with some specific individualized approaches toward decision-making on students slated for potential retention.

School district retention practices and policies that affect LEP compounded by their potential effects on individual student achievement are issues that are of grave concern to counselors involved with the educational process. These issues are further complicated by prevailing negative attitudes and beliefs toward bilingual education program, (established to serve the given population) along with cross-cultural differences, that exist between the students and the personnel who deliver the services to them. The purpose of this chapter will be to present some recent findings on LEP at-risk student retention, to describe effective programs and present implications/positive solutions for effective alternatives to LEP student program retention.

One of the practical concerns which counselors must be concerned with is the retention of LEP students according to both school and district policies, and potential effects on the child as an individual. There is a great deal of rumor, controversy, and unsubstantiated stances taken toward and about retaining at-risk students, and even more about LEP students, complicated with attitudes and beliefs about Bilingual Education, English and other languages, and cross-cultural differences.

Retention is used for different purposes at varying levels of schooling, ostensibly as a means of support in the early years of children, and often as a factor of elimination in the later years of high school. With at-risk students, these "purposes" can be culturally and linguistically defined social limiters which can force assimilation or exclusion. While there is some agreement on these factors in the later years (see Ogbu, 1978 & 1990; Cummins, 1986) especially adolescence, many counselors, school administrators and even researchers assume that in the early years retention has more sanguine effects. However, in the National Preschool Coordination Project (NPCP, 1990) research findings revealed that kindergarten retention has the same negative effects as later retention: "low self-esteem, poor attitudes toward school, and increased risk of becoming a high school dropout." These are of course amplified by cultural and linguistic differences, and in fact are identified as prime concerns in the instruction of LEP students.

More importantly, is the effect on individual student performance in the following years after retention, the primary reason stated by supporters of the policy on the elementary level. Here also, there is little support for retention. Controlled studies that followed retained children as far as the fifth grade found that they performed no better academically than "unready" children whose parents had insisted on promotion (NPCP, 1990). Of particular note to the counselor of such children, is that, ironically, retention and exclusion, intended to protect children from inappropriate expectations, actually "contribute to the escalation of demands, thereby placing more children at risk." At least for children at kindergarten and early elementary levels, retention is contra-indicated.

In a related study, Reynolds (1990) observed that at-risk children's school adjustment from kindergarten to fourth grade was marked by declining achievement, frequent moves from one school to another, and increasing grade retention. These negative attributes were not supporting success, although other findings showed that parent involvement in school was positively related to achievement and teacher ratings of children's progress in school. Often counselors do not have the training or specific cultural and language knowledge to understand what is influencing these young students lives. While the Johnson and Walker (1991) study found "no effects on school grades, retention or referrals," they did observe positive effects with a two-year, parent-child education program which seemed to produce higher scores on tests of reading, language and vocabulary, with less hostile classroom behavior (follow-up on grades 2 - 5, study on ages 1 - 3 for Mexican-American families).

With young children, these studies show that counselors should look to cultural forms of support, including parents and programs designed for at-risk language minority students. Other studies (Reynolds et al, 1991) have observed that mediating effects of preschool (cognitive influences on development) on children's reading achievement declined over time, and "this decline coincided with the cessation of government-funded programs and the increasing prevalence of grade retention and school mobility." Moreover, in another review of longitudinal studies, Reyonolds (1991) observed "The five factors with significant direct effects on third-year achievement (after kindergarten), ranked in order of magnitude, were academic integration, entering kindergarten, cognitive readiness, retention, parent involvement in school, and school mobility. As expected, retention and mobility had negative effects on achievement."

The evidence appears clear - the counselor must look to programs, familial and other means of linguistic and cultural support, to assist the at-risk and language minority child to better achievement in elementary schools. Retention is not the answer for the child or the school on these levels. And, as the student grows into higher grades, the negative effects of retention and mobility will continue on both achievement and adjustment planes. The grades preceding and into high school place more specific demands on the at-risk students, demands which are more English language dependent and which require ever-greater socio-cultural knowledge of the immediate environment of the dominant society. And, students have other options in their lives, such as dropping out of school altogether.

Fernandez and Velez (1989) identified the following characteristics as the best predictors of dropping out or remaining in school: (1) age: older students are less likely to remain in school than younger students because they perceive few economic benefits from a high school diploma;

(2) academic achievement: good grades boost self-concept and make future learning easier or less costly for good students than for less successful students; (3) paternal presence: single-parent families may provide less adult supervision and cannot financially afford to keep children in school on a steady basis; and (4) absences: truancy indicates a lack of institutional commitment to and alienation form school precipitating the decision to drop out.

Counselors in junior and senior high schools must deal with policy implications as well as individuals, including the factors of : (1) over-age students, (2) grades, (3) grade repetition, (4) absenteeism, (5) paternal presence, and (6) college aspirations. Self-esteem issues carry over cross-culturally in all of these implications. The counselor must not see low English language proficiency as an overall evaluative element in making decisions on goals and placement, but should "understand" the students' cultural motivations.

While analyzing interlocking placement and labeling practices that heavily influence access to educational opportunities in large urban school systems, Moore and Davenport (1988) examined three key systems : (1) admissions to high school; (2) tracking and grouping within high schools; and (3) promotion and non-promotion from grade to grade.

Low-income, minority, limited-English-proficient, and low-achieving students, termed students at risk, demonstrate results that underscore the need for comprehensive school restructuring that do not institutionalize new custodial arrangements for at-risk students. The counselor, in this complex framework, becomes as much an advocate of cultural pluralism which supports programs and achievements of language minority students.

Counseling language and culture-minority students on the high school level is closely tied to graduation, social acceptance and movement into the world of employment. Retention can negatively affect all three of these objectives. In studying interventions, Altman and Davis (1991) observed a summer school remedial program which permitted a segment of students to meet promotion requirements increasing the overall rate from 80 to 87 percent in 1991. Pointedly for counselors, they noted that "students who do not meet requirements two years in a row are not retained again, but categorically identified as "Do not meet criteria" and placed in the next age appropriate grade." In this way the negative effects of retention are circumvented, without interfering with the schools policies, and in ways that support the individual development of the students into mainstream society.

In a similar light, Moore and Davenport (1988) caution schools and counselors about programs designed to reduce the restriction of educational opportunities available to high risk students. They observe that reforms can be non-beneficial, such as schools increasing graduation requirements without helping students meet the new standards, or abolishing rigid tracking only to institute educational options programs that segregated students.

In working with programs inclusive of specialized counseling, they recommend : (1) strengthening groups supporting equity; (2) analyzing the equity and effectiveness of student placement and labeling practices; (3) halting the development of additional options schools and programs; and (4) designing an effective strategy for implementing changes in current placement and labeling practices.

Moving to a holistic perspective, including all grade levels and a diversity of issues such as intelligence and curriculum, Ascher (1988) tells us decisions about whether to promote a student should be made on a variety of both academic and social grounds, and the curriculum should be restructured to meet the student's needs if retention is chosen. She notes that, as with other academic/punitive measures, poor Blacks and Hispanics tend to be retained disproportionate to their numbers because minorities are likely to be perceived as low-achieving and /or troublesome students. The counselor of such students needs multicultural perspectives, especially in recommending resolutions and programs.

Counselors of language and cultural-minority students have to consider the negative effects of retention, which include : (1) no short- or long-term improvement in academic achievement; (2) stigma; (3) low self-esteem; (4) lack of interest in extracurricular activities; (5) waning motivation; and (6) increased chance of dropping out at a later age. As Ascher demonstrates, these are powerful effects. Her research (1988) has shown retention has been found to be beneficial when used with immature elementary students in the early grades, who are not opposed to being retained, and whose parents support the decision. Therefore, student characteristics to consider in determining retention include the following: (1) chronological age; (2) present grade; (3) knowledge of English; (4) previous retention; (5) age/grade difference between siblings; (6) estimate of intelligence; (7) history of learning disabilities ; and (8) attitude toward retention.

In addition, Ascher identifies effective curricula for those students who have failed to include the following: (1) promotion with remedial instruction; (2) transitional classes with other failed or at-risk students; (3) retention with remediation; (4) partial promotion and summer school; and (5) special education. Counselors in these instances have to consider school policies, specialized programs, and non-segregation activities, as well as cultural adaptation and integration into a broader American society which may resist the linguistically and culturally "different" student.

Practices of attendance, suspension, and non-promotion in Boston middle schools encourage at-risk students to drop out (Wheelock, 1986) suggesting reform, including : (1) flexible scheduling; (2) interdisciplinary teams; (3) exploratory interdisciplinary curriculum; and (4) guidance counseling.

Courses failed by at-risk secondary school students have been analyzed in terms of content and student outcomes, with reform including teachers giving at-risk students more instruction and informing parents about their children's at-risk state, (McDaid and Baca, 1987) and recommendations to improve the policy include monitoring of personnel, resources, programs and service delivery for at-risk students. Similarly, legal studies (Stroup and Zirkel, 1983) show courts may demand justification for retention on a single criteria and are likely to overturn school retention decisions with a disproportionate impact on minorities.

Anliot (1990) has evidence (on high school level) that Black, Hispanic, and Asian/Pacific Islander students who did not continue to the next grade were far more likely to that White students to drop out. And these minority families were less likely to have the economic resources to transfer their children to private or parochial high schools.

Fleming and Zafirau (1982) support desegregation to reduce high failure rates on such variables as attendance, non -promotion rates, test scores, suspension and average grades by subject, to focus on establishment of performance standards in these schools.

Schuyler (1983) found an effective elementary retention policy included a change in policy on staff development, retention rates, student achievement, and staff and parent attitudes. Zafirau (1982) found that academic indicators (those relating to achievement) are more powerful predictors than non-academic or school process indicators (teacher absenteeism, student suspension and retention, racial composition and poverty level).

In their study which focused on six secondary schools with larger language minority populations Lucas, Henze and Donato (1990) extend the research on effective schools to describe key features of secondary programs that lead to academic success. Language minority students' success was indicated by the following six features:

1. Students' language and cultures are valued
2. There are high expectations for language minority students
3. The education of language minority students is a priority
4. Language minority students are served more effectively through specially designed staff-development plans
5. Course offerings/programs meet the need of language minority students
6. Counseling programs provide special attention to language minority students
7. Parents of language minority students are encouraged to become involved in the educational process
8. School personel are committed to empowering language minority students through education.

This study has served as the basis for offering suggestions to educators seeking an effective response to the education of language minority students, especially in the areas of counseling.

We are faced once again with the counselor, and sometimes the teacher or other adult standing in as informal counselor, who must work with a student whose native language, race and culture may not be recognized by the dominant society, but may even be ridiculed or seen as a "deficiency" in schools. Counselors can focus on dispelling myths and stereotypes about minorities, and utilize their dignity and strengths, such as their knowledge of another language or their experience from another culture. Ironically, it is the Southern Growth Policies Board (1986) which recommends educators to be aware of the multicultural interdependence of society, identify and adopt effective models for educational and economic development, to be positive and creative, rather than punitive, in job training and in extension of support services, and finally, act rather than react, i.e. invest in accelerated, enrichment educational programs rather than funding grade repetition.

Implications for Counselors

1. Counselors need to include parents in the educational process of language minority students. In study after study, parental involvement has been identified as having a significant direct affect on student academic achievement. Suggested activities for parents are Parent Night, Monthly Parent Meetings, or ESL for Parents, and the Parent as Tutor Programs.

2. The counselor needs to be an advocate for cultural pluralism supports program and achievements of language minority students.
3. Counselors need to consider the negative effects of retention and be prepared to assist both the student and parents to arrive at a workable solution.

Implications for Schools

1. Effective retention policies must reflect a change in staff development, retention rates, student achievement and activities.
2. Counseling programs should place special attention on language minority students. Counselors who speak the students' language and who are of the same/similar cultural background enhance the program.
3. Encourage parents to become involved in their child's education. A variety of activities such as Family Night and ESL for Parents can serve to enable parents to participate int their child's education.
4. Design staff-development programs to assist teacher and all other staff who serve language minority students. Topics that are relevent include cross-cultural communication, cross-cultural counseling, effective instructional strategies for language minority students and principles of second language acquistion.
5. The school reform movement must be sensitive to the need of language minority students. For example, at the secondary level, if graduation requirements are being increased, provisions must be made for the language needs of the LEP population. If site-based management is being implemented, then activities designed to help the language minority population to participate in this process must be included in the overall training plan.

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This work identifies the decisions whether to promote a student should be made on a variety of both academic and social grounds, and the curriculum should be restructured to meet the student's needs if retention is chosen. It is noted that poor Blacks and Hispanics tend to be retained disproportionate to their numbers. Counselors of language and cultural-minority students have to consider the negative effects of retention, which include : (1) no short- or long-term improvement in academic achievement; (2) stigma; (3) low self-esteem; (4) lack of interest in extracurricular activities; (5) waning motivation; and (6) increased chance of dropping out at a later age. This research has shown retention is beneficial only when used with immature elementary students in the early grades, who are not opposed to being retained, and whose parents support the decision. Ascher identifies effective curricula for those students who have failed to include the following: (1) promotion with remedial instruction; (2) transitional classes with other failed or at-risk students; (3) retention with remediation; (4) partial promotion and summer school; and (5) special education. The case against retention is made for most situations.

Banks, James. 1993. "The Canon Debate, Knowledge Construction, and Multicultural Education." *Educational Researcher.* June-July, vol. 22, no. 5, 4-14.

This comprehensive article reviews the debate over multicultural education, stating that all knowledge reflects the values and interests of its creators, and illustrates how the debate between the multiculturalists and the Western traditionalists is rooted in their conflicting conceptions about the nature of knowledge and their divergent political and social interests. Banks provides a typology that describes five types of knowledge (personal/cultural, popular, mainstream academic, transformative academic, and school) and contends that each type should be a part of the school, college and university curriculum. This article provides both the experienced and novice reader of multicultural issues with a generalized background to the many potential influences on students lives, especially those grounded in cultural differences and hidden in the curriculum and pedagogical biases.

Hidalgo, N., C. McDowell and E. Siddle, (Eds). 1990. *Facing Racism in Education.* Cambridge, MA: Harvard Educational Review.

This book is a compendium of selected articles from the Harvard Educational Review, dealing with Racism in three sections: The Experience of Racism, the Dimensions of Racism, and the Evidence of Racism. All the selections deal with education in some manner or form, and most are relevant to minority culture students' issues. Each section is also equitable in presenting African-American, Hispanic-Latino, American Indian, and Asian-American issues in grounded perspective. Articles by Cummins, Duchene, Delpit, Locust and Spener speak directly to bilingual-bicultural issues in both historical and contemporary accounts. The strong influences on individual students' lives, and the connotations upon self-esteem and achievement as relating to power issues in educational pedagogy, are pointedly remarked upon by Delpit in "The Silenced Dialogue" and Locust in "Wounding the Spirit". Counselors whose background is mostly from the dominant Anglo society would do well to at least review these articles for their poignant effects on minority culture at-risk students.

Minami, Masahiko and Bruce P. Kennedy, (Eds.). 1991. *Language Issues in Literacy and Bilingual /Multicultural Education.* (Reprint Series 22) Cambridge, MA: Harvard Educational Review

Bilingual-Bicultural Educational Issues in literacy and multicultural education are well-served in this comprehensive series of selected articles from the Harvard Educational Review. Three sections, each with at least four articles and essay and book reviews, cover the topics: 1.) Classic Theoretical Approaches to Language Acquisition, Literacy and Bilingual Education; 2.) Literacy as a Social Product: A Sociocultural Approach, and 3.) Multicultural/Bilingual Issues in Literacy. In the first part, Chomsky and Hakuta & Cancino in two articles develop the important connection between attitudes and beliefs we hold about the acquisition of language and culture, and the policies and programs we espouse for working with minority culture and LEP children. In part two, first the Resnicks, then Olson and Egan, develop the sociocultural aspects of understanding the power of liberation as found in Freire's classical "The Adult Literacy Process as cultural Action for Freedom." Finally, in part three, Ferdman lays down the foundations for multilingual concerns in "Literacy and cultural Identity" with other classical articles by Cummins, Otheguy and an essay review by Ovando. the Spener and Delpit articles are replicated in this work as well. The great strength of these research and practice oriented articles for counselors and teachers of language minority children, is to connect the powerful and pervasive issues of "foreign" languages and multiculturalism with attitudes and actions of students in schools, and understanding the place of literacy achievement, curriculum and cultural identity in American schooling.

Counseling "Minority Culture" Students For Intercultural Conflict Management

by James Fenelon

This chapter outlines a practical framework for building achievement-oriented environments; its specific focus is on managing cross-cultural conflicts. The base work, "Reclaiming Youth at Risk" (Brendtro, Brokenleg, Bockern, 1990) makes many specific points about counseling students who have been devalued by society, with suggestions based on a holistic Native American perspective, and geared to be used with selected critical incidents. This chapter also provides a review of the literature with both practical considerations and cross-cultural concerns delineated wherever appropriate. Finally, the material is tied together, along with training models, to suggest strategies and alternatives to preparing at-risk students for decision-making within intercultural conflict situations.

"Minority" language and culture students face a complex set of challenges when undergoing schooling in American society. Besides the generic "at-risk" aspects that both individuals and groups (such as black vs white in racial division) regularly encounter, which complicate their lives, there are problems related to the primary language used for communication, societal attitudes toward "foreign" cultures and languages, and the unique negotiations necessary for cross-cultural situations occurring in schools everywhere in the United States, especially, where large numbers of L.E.P. students are in attendance. This chapter will explore those and other concepts through presentation of the issues primarily using one source about teaching and counseling youth at risk, a discussion of intercultural conflict in practical academic writings, and some counseling guidelines for cross-cultural management.

In "Reclaiming Youth at Risk - Our Hope for the Future" (Brokenleg, Brendtro, & Bockern, 1990), the authors outline three integral parts of an approach toward understanding the guidance process. They examine the alienation of children in modern society, present a holistic Native American philosophy of child development, and highlight strategies for creating "reclaiming environments" for youth at risk. This presentation follows the problem identified by Lisabeth Schorr[1] as "until very recently, children who were culturally different, disturbed, learning handicapped or experiencing trouble at home were simply shoved out of the way because someone in authority decided they did not need or deserve a serious education," and is exemplified by the authors as the need for changing the environmental conditions of learning. The devaluing of such at-risk students by society and schools , requires the restoring of intrinsic values, including the features of:

1. Experiencing belonging in a supportive community
2. Meeting one's needs for mastery
3. Involving youth in determining their own future
4. Expecting youth to be caregivers

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[1] Schorr, L. (1988). *Within our reach: Breaking the cycle of disadvantage.* New York: Doubleday.

These and other features of such "reclaiming" environments (Wolins, 1982), are the broad background to which Brendtro, Brokenleg, and Bockern paint the picture of their approach. In understanding how youth at risk are discouraged via destructive relationships, learned irresponsibility, and loss of purpose, the authors also identify "climates of futility" in schools, which includes the hazards of negative expectations, punitiveness, boredom, and irresponsibility.

The authors are concerned with the actual processes of counseling, interactions and likely results. The first set of practices they graph are "The Impacts of Negative (and Positive) Theories of Behavior" in Tables 1 and 2 (pg. 16-17). Demeaning labels, such as inferior, and blaming labels such as disturbing, lead to the affects of apathy and anger, which in turn lead to the actions of neglect and punishment. Conversely, esteeming labels such as worthy, and empathizing labels such as discouraged, lead to the affects of affection and concern, which lead to the actions of nurture and encourage. Clearly teachers and counselors sensitive to the cross-cultural concerns of minority students, need first and foremost to attend to the affectual labels attributed to the "problem" behavior in order to prepare the groundwork for environments conducive to "reclaiming" positive involvement.

In the "Circle of Courage" the work of Coopersmith on self-concept in childhood[2] is compared to Native American (Lakota) traditional practices in each of four directions: significance seen in terms of belonging, competence in terms of mastery, power as found (empower) with independence, and virtue as worthiness in cultural terms of generosity. These four "practices" of Native educational endeavors, can be viewed as a whole, each assigned to a direction, with the result of a guidance "medicine wheel" symbol.

The spirit of belonging is understood to be a way of transforming relationships, and of interacting and belonging to a community with cross-generational acceptance and guidance in an emotionally sustaining way. The spirit of mastery is seen as growth of and acknowledgement of competency, with a continuing motivation to succeed in achievements. The spirit of independence is the growth of autonomy and responsibility, an internal discipline to achieve without reward and punishment, but as furthering cultural values. The spirit of generosity is both an expression of involvement with traditional ways of relating and a kind of sharing, caregiving, increasing one's own sense of self-worth.

Each of these four spirits, or directions, can be viewed in three lights - the normal (positive) values associated with it, the distorted ways at-risk students may express it, and the absence of it, leading to negative behaviors. The authors encourage teachers, counselors and caring adult guides to participate in "Mending the Broken Circle" which includes these four valuing approaches, together making a holistic symbol, a complete person.

To establish the reclaiming environment, four essential elements are addressed: relating to the reluctant to overcome alienation and build positive relationships, brain friendly learning to reverse patterns of failure and futility toward achievement, discipline for responsibility to counter rebellion and irresponsibility by motivating youth involvement, and the courage to care in order to foster pro-social values and behavior rather than self-centeredness and hostility. The psychological foundations of courage are expressed in the teacher-adults actions and student-adolescent expectations toward: (building) attachments, (making) achievements, (growing) autonomy and (expressing) altruism.

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[2] Coopersmith, S. (1967). *The antecedents of self-esteem.* San Francisco: W.H. Freeman.

The authors (Brendtro, Brokenleg and Bockern) provide various "strategies" and ways to move toward each of the four essential elements of reclaiming environments. First, in relating to the reluctant, is the development and fostering of attachment (to the adult) including social reinforcement and modeling. Following is a focus on reviving "Relationship Technology" with the practical guidelines:

- Use relationship as an action rather than a feeling
- Use crisis as an opportunity instead of as a problem
- Love the unlovable, as an adult nurturant behavior
- Disengage from the conflict cycle, without counter-aggression
- Earn the trust of youth, an essential ingredient by casing, or initially "checking out" adults
- Limit testing, resist capitulation or confirmation of deficiencies
- Predict and reciprocate positive expectations
- Treat relationship building as an endurance event with patience and persistence
- Conducting therapy on the hoof, dealing with incidents in a logical manner:
  (select an incident or problmatic situation; gain the child's perspective; use non-adversarial communication strategies; clarify distortions; consider alternative points of view; and develop a plan of action with potential solutions)
- Treat individuals with respect without patronizing behavior
- Expect respect from individuals
- Teach joy, create enjoyable events in others' lives
- Extend innvitations to belong through activities and choice

Synergistic relationships are also identified as necessary to getting sufficient conditions for the desired environment, including peer group and staff teamwork relationships, teamwork relationships with parents, and leadership as collegial and equitably evaluated.

Another element is brain friendly learning (pg. 71), which includes an orientation toward achievement with its encouraging motivations; a sense of learning as pattern-making leading to programs and objectives; establishing learning as non-threatening with little or no testing; maintaining learning as experiential; keeping it active, interesting and relevant; and seeing learning as social with cooperative learning and community-building.

The third element is discipline for responsibility, through developing autonomy with optimism, tolerance and humor. Freedom with self-control is established with another four aspects of discipline replacing punishment, demanding greatness instead of obedience, making caring fashionable, tapping the spirit of adventure, and mobilizing the power of peers, with multiple roles and responsibilities.

The Final element, the courage to care, uses the development of altruism as its crux, stressing the willingness of children to serve, suggesting empathy and nurturance. Also involved is a curriculum for caring, and getting hooked on helping others, such as with a service club. The authors conclude with Janusz Korczak's words: "I exist not to be loved and admired, but to love and act."

Using "Reclaiming Youth at Risk" (Brendtro, Brokenleg, & Bockern, 1990) as the core foundation to develop various approaches toward the counseling and teaching of "minority langugage and culture" students, the questions posed now are "What are the specific cross-cultural issues additionally facing LEP students?" and then "How do we prepare such students for intercultural conflict management?" Again, the discussion is advancing from the premise that we have developed some form of the previously identified "reclaiming environments" with holistic counseling practices in place.

In "Counseling the Culturally Different: Theory and Practice" (Sue & Sue, 1990), the need is stressed for developing *culture-specific* communication/helping styles for culturally different clients, as well as sensitivity to the key issues of ethnic and racial identity formation, concepts of the family and their relationships to counseling. Cross-cultural counseling involves a complex interplay of values, expectations and social-political forces in the relationships between counselor, student (client) and school system, all within the broader context of community and local society. Esquivel and Keitel (1990) also identify potential sources of stress for immigrant children, including acculturation, poverty and home country trauma (such as war) carry-over. Besides needs assessment, school in-service and counselor training, with interpreters and cultural consultants, Esquivel and Keitel observe the need for diagnostic procedures for early identification.

As with bilingual education, there is often too strong a focus on the barriers to cross-cultural counseling rather than the beneficial skills and awareness. Fitzgerald and O'Leary (1990) identify 11 benefits, with greater objectivity and clarification of issues heading the list. Core qualities of good counseling included openness to differences and empathy. Of the 18 barriers observed, cultural, value and language differences were most often mentioned. Necessary and preferred preparation included learning about the culture and language. In addition to language skills and obstacles previously identified, Karaban (1990) acknowledges gender cultural taboos, in race and disparity in socioeconomic backgrounds, for Mexican and Mexican-Americans with an Anglo counselor. Both of these studies stress the need for language and cultural awareness/training best found in people native to the language-culture groups.

Black inner-city schools present another set of cross-cultural counseling issues, such as career goals and social-work relationships particular to African-American communities (Parker and McDavis, 1989). These issues are excascerbated for urban Latino populations, especially Hispanic male adolescents (Black, Paz and DeBlassie, 1991) coming into conflict with curricular organization and attitudes in public schools. Strategies to maintain ties with their traditional culture while incorporating coping skills effective in the mainstream, are suggested. Finally, all of the above is compounded for Haitian students and family issues (Giles, 1990) entailing language, foreign culture, race and poverty issues in a single school setting. Interventions are more complex, including the levels of individual, primary group and institutional adjustments. The cross-cultural interface of students coming from "foreign countries", with minority language and culture backgrounds, in American schools, is further complicated by questions of race, class and gender.

Similar findings for counselors and teachers of Puerto Rican girls in the United States (Vazquez and Romero, 1989) identify conflicts, discrimination and discontinuities encountered in developmental stages as a result of the impact of sexism and racism by teachers and curricular materials, in addition to language and culture issues. Among Mexican-Americans, Ponterotto (1987) outlines a culturally relevant therapeutic framework with a so-called multimodal approach, including behavior, affect, sensations, images, cognitions, interpersonal relations and biological functioning. Four, and possibly five of these modalities are culture-specific, underlying the point made earlier about counselors familar with, if not from the target culture group. Finally, Tharp (1989) identifies at least four classes of variables (social organization, sociolinguistics, cognition, and motivation) that vary by culture in ways that are differntially compatible with the expectations and routines of schools. Culturally compatible education is found to be positive, including language development and contextualized instruction for diverse classrooms.

Whereas in the first section of this chapter, outlined were specific strategies and recommendations for building "reclaiming environments" for helping at-risk students from minority culture backgrounds, the review of the cross-cultural literature does not yield such clear-cut suggestions. Essentially, the counselor must become familiar with the particular culture and language group of the at-risk students in question, as well as national origin and ethnicity-race factors. This then needs to be put into differing levels of context, including the individual, the school, the community and institutional concerns. If effective adjustment still has not taken place, the counselors will have to enlist the help of knowledgeable "cultural consultants" to consider potential intercultural influences. At this point, the factors of culture-shock for immigrants, and culture-conflict for non-immigrants further deepen the analysis and broaden the frames of awareness.

The culture-shock process, in terms of making adjustments and choices both as the individual and as a counselor or trainer, is well presented by Casse (1981: 89) as a four stage cycle - entry with pre-conceived ideas, coping with three problems, various cultural confrontations with the new environment, and the critical recovering behavior with either functional or dysfunctional reactions. It is the coping and confrontation results which most concern the minority culture students whom counselors may hope to help in the schools and society at large, for the reactions will emerge from these "incidents." We see many of these identified by Brendtro, Brokenleg and Bockern, including frustration, anxiety, disappointment and most pertinently identity problems. Counseling for understanding, with specific strategies to cope with a potentially unfriendly society, reproduces some of the acceptance and positive reinforcement factors discussed earlier.

Issues of power are found in the curriculum, between students and teachers, as peer-group intercultural issues within the dominant society, and as deep-set negotiations of power and pedagogy (Delpit, 1988). These can be evidenced in historical issues, such as the devaluing of Native American Indian Nations and cultures (Duchene, 1988), in ethnic prejudices such as the stereotypes toward Asian-Americans (Pang, 1988), in racial theories such as the denial of discrimination in schools against African-Americans (Mitchell, 1982), in language policies such as in bilingual education with Hispanic-Americans (Spener, 1988), and in the general canon of knowledge construction found in debates on multicultural education (Banks, 1993). It is often these issues which are most deeply influencing at-risk students in schools and curriculum controlled by the dominant society's interests and goals. The counselor of such students then, is faced with the added task of assisting the students to develop highly individualized strategies to deal with conflict situations arising from culturally-laden, power-unequal scenarios.

Implications

1. Establish a guidance process that will allow students to "reclaim" their environment. By this process, the at-risk students will be given an opportunity to feel that they have a purpose in life. In addition, students will be assisted in developing the ability to make functional choices in conflict situations.
2. Minority culture students and society will be better served when counselors and the dominant society schools accept, assist and align themselves with the cross-cultural conflict situations commonly faced by such students. Too often, there is a strong focus on the barriers to cross-cultural understanding rather than on beneficial skills and awareness.
3. Students should be assisted to develop highly individual strategies to deal with conflict situations arising from culturally laden and power-unequal scenarios.

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Brokenleg, Martin, Larry Brendtro and Steve Van Bockern. 1990. ***Reclaiming Youth at Risk - Our Hope for the Future.*** **National Educational Service: Bloomington, IN.**

The authors outline three integral parts of an approach toward understanding the guidance process: examining the alienation of children in modern society, presenting a holistic Native American philosophy of child development, and highlighting strategies for creating "reclaiming environments" for youth at risk. These require the restoring of intrinsic values, including the features of: 1. experiencing belonging in a supportive community; 2. meeting one's needs for mastery; 3. involving youth in determining their own future; and 4. expecting youth to be caregivers. These and other features of such "reclaiming" environments are used in understanding how youth at risk are discouraged via destructive relationships, learned irresponsibility, and loss of purpose, also identifying "climates of futility" in schools, with the hazards of: negative expectations, punitiveness, boredom, and Irresponsibility. The book views the actual processes of counseling, in each of four directions: significance seen in terms of belonging, competence in terms of mastery, power as found (empower) with independence, and virtue as worthiness in cultural terms of generosity. To establish the reclaiming environment, four essential elements are addressed: Relating to the reluctant to overcome alienation and build positive relationships, brain friendly learning to reverse patterns of failure and futility toward achievement, discipline for responsibility to counter rebellion and irresponsibility by motivating youth involvement, and the courage to care in order to foster pro-social values and behavior rather than self-centeredness and hostility. This book provides various "strategies" to move toward each of the four essential elements of reclaiming environments, and makes for an excellent foundation for counseling minority culture learners.

Casse, Pierre. 1981. *Training for the Cross-Cultural Mind.* Society for Intercultural Education, Training and Research: Washington, DC.

This book acts a preparation for and an exploration of the intercultural dynamics found throughout life, especially in that between very different perspectives. It is developed for cross-cultural trainers and consultants, and is therefore immensely practical, with precise training models based on experiential learning throughout. In using some classical devices as the "culture-shock" cycles, with functional and dysfunctional responses, the book points out that these clashes of value systems, with potential traumas and opportunities for change and growth, are found everywhere in American society, including organizations and schools. The book is process-oriented, and attempts to assist people in constructing their own training and consulting to fit particular situations. For educators and counselors, this remains the great strength of the many models and activities - resources that can be adapted to classrooms, counseling situations, and other intercultural groups. Self-assesment and intercultural management models, including communication and psychic processes, are presented near the end of the work.

Pedersen, P., J. Draguns, W. Lonner and J. Trimble. 1981. *Counseling Across Cultures.* Rev. edition. East-West Center, Honolulu: University Press of Hawaii.

A general classic in the field, with specific cultural group descriptions and suggestions.

Sue, Derald-Wing and David Sue. 1990. "Counseling the Culturally Different: Theory and Practice" (2nd Ed.) New York: John Wiley & Sons.

This book awakens the therapeutic community to the varying assumptions, needs, and biases of culturally different clients, inlcuding the damaging effects of political and racial biases inherent in the professional fields with its concomitant need for developing culture-specific communication and helping styles. Key issues of ethnic and racial identity formation and culturally bound concepts of the family and relationships to counseling are also explored. The work is in three sections: Issues and concepts providing a conceptual framework to view the interplay of values, expectations and socio-political forces, counseling specific populations with guidelines and detailed methods (Hispanics, American Indians, Asian-americans, and so on), and critical incidents with case vignettes portraying typical issues and dilemmas.

Nurturing a Relationship with Culturally and Linguistically Diverse Parents: Implications for Early Childhood Educators.

by: Joseph G. Tillman

A successful early childhood program is one which is an extension of the home. The primary purpose of an early education is to work for the total development of the whole child's social, emotional, cognitive, physical, linguistic, and cultural well-being within the context of the family. Because the relationship between learning at home and at school is closely associated during the early years, the involvement of parents in all aspects of program development, implementation, and assessment is essential for the educational success of the child. Although the advantages of an early childhood program may be presently evident to administrators and early childhood educators, the greatest challenge presented to them will be on how to invite culturally and linguistically diverse parents to participate in all parts of a program they did not help conceptualize.

Collaboration between home and school may be a new concept to both parents and teacher. The parents and teacher may be reluctant to collaborate because of language barriers or a lack of knowledge and experience with home-school relations. Since parents have both the right and responsibility to share in decisions about their child's education, it then becomes the teacher's responsibility to establish, nurture, and maintain a relationship with the parents and integrate them successfully into the program. If parents are their child's first teacher, then early childhood educators have the responsibility to help parents acquire the knowledge and strategies to teach effectively. The need arises then to appropriately prepare early educators who work with culturally and linguistically diverse children to become advocates for the children's healthy and continual development.

Early childhood educators must become knowledgeable of a young child's relationship with his/her family's language and culture, as well as the expectations the parents have of their child's experiences in the program. Parents are the best source of information about their child and what constitutes culturally appropriate behavior between the teacher and child. Young children are considerably dependent on their family for their primary language and interpersonal communication development, value and belief systems, sense of security and well-being, and guidance in their socialization with cultures outside the home. No longer can educators insist that parents check their child, language, and culture at the classroom door in order to accommodate a developmentally inappropriate educational agenda. Maintaining the integrity of the relationship between parents and child is of primary concern to early educators. A child's ability to communicate with his/her parents in the primary language must be valued and encouraged, even while the child is engaging in the process of acquiring English as a second language. The child stands to lose much of what his/her parents can teach them if we promote the displacement of the primary language with English-only during the early education years.

When the culturally and linguistically diverse young child enters the early childhood classroom, that child has already acquired a primary language and an interpersonal communication style for interaction among peers and adults. Even the quiet or nonverbal child communicates with facial expressions and physical movements that convey meaning. The early educator has considerable impact on both primary and secondary language development in the classroom. It is difficult, however, for the teacher to interact verbally or nonverbally with a young child when a part of message or the entire message is misunderstood and the teacher's response is unsatisfactory and possibly culturally inappropriate. A young child will use his/her first language and the second language being acquired, i.e., English, more fully if there is something of importance for that child to communicate, that is, of importance to the child; not to the teacher.

Furthermore, communication with the parents is essential, in the primary language if necessary, if the parents are to participate in and endorse their child's program. When teacher, parents and children, come from different cultures and use different languages, the teacher may be unaware of the variations between his/her own understanding of what expectations the school has for the child participation and achievement and what the parents view as desirable and attainable expectations. When the child and the teacher do not share common experiences and do not share a common language necessary to express those experiences, the parents become the bridge between the child's experiences within the culture of the home and the larger community and within the school's multi-faceted culture.

Disagreements may arise, however, between parents and the teacher when a child's experiences in the school culture challenge the mores and parameters set within the home culture. Although teachers must be respectful of parental authority over their child, this does not necessarily mean acquiescing to all their decisions concerning their child. The teacher needs to make sure that the mechanisms are in place for genuine parent/teacher dialogue to discuss and clarify each other's viewpoints and search for agreeable solutions to both teacher and parents for the benefit of the child. Interpreters in the primary language and additional community member involvement and support may be necessary to successfully resolve such disagreements.

While sensitivity to the needs of parents is vital to the nurturing of the parent-teacher relationship, support for the teacher is equally important, because the teacher is usually the individual responsible for implementing and maintaining the major portion of information sharing between the school and the home. The additional use of people in the greater community to enhance the communication efforts between school and home and visa versa strengthens the relationship between the teacher and the culturally and linguistically diverse parents for the benefit of the child. In a successful early childhood program, the child will benefit from the collaborative efforts of home, school, and community.

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Bowman, B.T. 1989. Educating Language-Minority Children: Challenges and Opportunities." ***Phi Delta Kappan*****, 118-120.**

This article states that teachers facing the challenge of teaching children from different cultural communities find themselves hard pressed to decide what constitutes an appropriate curriculum. The author identifies a few developmental principles that can provide a conceptual framework for better understanding the interrelationship of culture, language, and the children's development within the context of school.

Bredekamp, S., (Ed.). 1987. ***Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8.*** **Washington, DC: National Association for the Education of Young Children.**

This book represents the early childhood profession's consensus definition of developmentally appropriate practice in early childhood programs. It is intended for use by teachers, administrators, parents, policymakers, and others involved with programs serving young children, birth through age 8, in schools, centers, and homes. The concept of developmentally appropriate practice can be summarized as a problem of the match. What is perfectly acceptable for one age group is inappropriate for another because it does not match the child's developmental level.

Derman-Sparks,L. 1989. ***Tools for Empowering Young Children.*** **Washington, DC: National Association for the Education of Young Children.**

This publication is full of suggestions on helping staff and children respect each other as individuals, transcending, and eliminating barriers based on race, sex, or ability. This is not a recipe book. Using its principles and methodology, teachers (and parents who choose to use the book) must recreate anti-bias curriculum in their setting in relation to specific groups of children and families. Therefore, developmental information about children, illustrated by their comments, questions, and behavior, supplements suggested activities so that the teacher can understand the "why" as well as the "what" and "how" of the activities.

Escobedo, T.H. 1983. Parent and Community Involvement: A Blueprint for a Successful Program. In O.N. Saracho & B. Spodek (Eds.), ***Understanding the Multicultural Experience in Early Childhood education,*** **107-122. Washington, DC: National Association for the Education of Young Children.**

This chapter states that since parents have always been responsible for the education of their children, and now these children are entering an early childhood program, it becomes apparent that the need to prepare educators to work effectively with parents is particularly acute for teachers who work in multicultural settings. The author examines the development of a home-community-school involvement program and offers strategies for cooperation in goal setting, planning, and implementation of a comprehensive program that will benefit children.

Gingras, R.C. 1983. Early Childhood Bilingualism: Some Considerations from Second-Language Acquisition Research. In O.N. Saracho & B. Spodek, (Eds.). ***Understanding the Multicultural Experience in Early Childhood Education,*** **67-74. Washington, DC: National Association for the Education of Young Children.**

This chapter states that given an appropriate set of circumstances, normal children (in the absence of sociopathic circumstances) will almost inevitably master at least one natural language. Given an appropriate set of circumstances, normal children can also master a second or third language. The author briefly examines some of the research as to how young children can achieve mastery in a second language and the implications for early childhood educators.

Kagan, S. 1989. Early Care and Education: Beyond the Schoolhouse Doors. *Phi Delta Kappan*, 107-112.

In this article the author reminds us that in order to reform and improve education significantly, schools must reach beyond the schoolhouse doors to families, communities, and to other social institutions that serve children and their families. The author will suggest through examples that early childhood education may have some lessons to share with those who are concerned about the general restructuring of our education system.

Mattick, I. 1981. The Teacher's Role in Helping Young Children Develop Language Competence. In Cazden, C., (Ed.). *Language in Early Childhood Education*, 83-95. Washington, DC: National Association for the Education of Young Children.

In this selection, the author states that if we wish to help children become more competent communicators on a variety of subjects, in a variety of contexts, it will not do to just sit back and wait for things to happen and it will not do to drill. The author suggests a few important considerations to help insure meaningful communication by the student and some specific things each teacher needs to watch for.

Saracho, O.N. and B. Spodek, (Eds.). 1983. Preparing Teachers for Bilingual/Multicultural Classrooms. *Understanding the Multicultural Experience in Early Childhood Education*. Washington, DC: National Association for the Education of Young Children, 125-146.

In the selections the authors point out that the continued healthy development of bilingual/multicultural education is dependent upon the availability of appropriate teaching personnel prepared in high quality colleges and universities. Information is presented from a variety of sources to identify what we know and consider to be important that can be applied to bilingual/multicultural early childhood teacher education.

West, B. and B. Neugebauer, (Ed.), 1992. "Children Are Caught--Between Home and School, Culture and School." *Alike and Different: Exploring Our Humanity With Young Children*. Washington, DC: National Association for the Education of Young Children, 127- 139.

The author in this chapter suggests that although diversity of experience and culture is educative, it may also contribute to increased difficulties for a classroom teacher. When the values and habits of the parents differ significantly from those of the school and the teacher, there is unspoken conflict between the two, and the child is caught in that conflict. Understanding those background factors between the teacher and child's family may help the teacher preclude problems generated by the differences--or at least find more satisfactory means of coping with those problems.

Wong Fillmore, L. June 19, 1991. "A Question for Early-Childhood Programs: English First or Families First?" ***Education Week*****, 32, 34.**

The author of this article asks should a society push an educational policy, such as English-immersion preschool programs, in the face of evidence that the policy is harmful to children and their families? The author explains how the purpose of these immersion programs is to transform language minority children into English speakers as soon as possible at the expense of their primary language, and, with that, their ability to communicate with their parents. She concludes that language minority children must indeed learn English, and schools in society must find appropriate and effective ways to help them do so.

Acosta, Frank X. and Joseph G. Sheehan. 1976. "Preferences Toward Mexican American and Anglo American Psychotherapists." ***Journal of Consulting and Clinical Psychology,*** **vol. 44.2, 272-279.**

Examines the preferences of both ethnic groups towards therapists who have been recorded on tape and placed into categories. Implications of the results are discussed.

Acosta, Frank X., Joe Yamamoto and Leonard A. Evans. 1982. ***Effective Psychotherapy for Low-Income and Minority Patients.*** **New York: Plenum Press.**

A handbook for psychiatrists which helps them to bridge the culture gap in counseling minorities. The authors discuss how therapist and patient can explore emotional issues together, how the therapist and patient can develop trust and how some treatments are ineffective or harmful.

Allan, John J.B. and Judith E. Nairne. 1981. "Racial Prejudice in the Classroom: A Developmental Counseling Approach." ***Canadian Counselor,*** **Vol. 15.4, 162-167.**

Describes ways of dealing with racial prejudice by working with an entire class, and not just with the students involved.

Altman, Irwin and Martin M. Chemers. 1980. ***Culture and Environment.*** **Monterey, California: Brooks/Cole Publishing Company.**

Discusses cultural similarities and differences in response to the physical environment and suggests ways to apply knowledge of culture/environment relations to the creation of better environments for those of different cultures.

Arbona, Consuelo. 1990. "Career Counseling Research and Hispanics: A Review of the Literature." ***Counseling Psychologist,*** **vol. 18.2, 300-323.**

Reviews literature on career counseling with Hispanics in the U.S. from 1970 to the present. Addresses four areas: occupational aspirations, vocational interest, on-the-job behavior and educational attainment.

Arbuckle, Dugald S. 1972. "Counseling with Members of Minority Groups." ***Counseling and Values,*** **vol. 16.4, 239-251.**

Stresses that minority groups are not inferior because of the differences that exist in cultural attitudes. Explains that counselors must apply themselves to the difficult task of understanding and accepting the differences of various cultural groups.

Arciniega, Miguel and Betty J. Newton. 1981. "Theoretical Rationale for Cross-Cultural Family Counseling." ***School Counselor,*** **vol. 29.2, 89-96.**

Examines the need for school counselors to understand minority students' culture, history, beliefs, values and the behavior resulting from them. Defines and describes approaches to cross-cultural family counseling. Includes references.

Aronowitz, M. 1984. "The Social and Emotional Adjustment of Immigrant Children: A Review of the Literature." *International Migration Review,* vol. 18, no. 2, 237-257.

This article reviews the existing research on the prevalence of social and emotional adjustment problems among immigrant children, examines the findings on the kinds of adjustment problems exacerbated by migration or particular to immigrant school children, and reviews and assesses effectiveness of intervention programs developed specifically to aid such children. Also considered is a theoretical framework which would facilitate conceptualizing the process of immigration among children, their particular needs, and how these might best be met by primary and secondary preventive interventions.

Arredondo-Dowd, Patricia M. and John Gonsalves. 1980. "Preparing Culturally Effective Counselors." *Personnel and Guidance Journal,* vol. 58.10, 657-661.

Lists reasons for preparing counselors to work with clients from other cultures. Proposes a multicultural counselor training program.

Ascher, Carol. 1982. "Compact Guides to Information on Urban and Minority Education." vol. III, 1st report. ERIC ED 219 485. (15 pp.)

Contains information on multicultural counseling in a school setting. Provides guidelines on what counselor should know about their culturally different students and what they can do for them.

Atkinson, Donald R. 1983. "Ethnic Similarity in Counseling Psychology: A Review of Research." *Counseling Psychologist,* vol. 11.3, 79-92.

Reviews research on ethnic similarity in the counseling process. Results lend credibility to the theory of social influence, although research on counselor bias and counseling outcome appear evenly divided on the influence of ethnic similarity. While Blacks generally preferred Black counselors, research with other ethnic groups is needed.

Atkinson, Donald R. and others. 1990. "Asian-American Acculturation and Preferences for Help Providers." *Journal of College Student Development.* (see *Asian*)

Atkinson, Donald R., George Morten and Derald Wing Sue. 1983. *Counseling American Minorities: A Cross-Cultural Perspective.* Dubuque, IA: W.C. Brown.

Addresses the need for counselors to be culturally sensitive to their minority clients and suggest practical methods counselors can use to be culturally aware and to address the special problems of these groups.

Atkinson, Donald R. 1985. "A Meta-Review of Research on Cross-Cultural Counseling and Psychotherapy." *Journal of Multi-Cultural Counseling and Development,* vol. 13.4, 138-153.

Describes the history of research involving cross-cultural psychology and makes recommendations for future research.

Axelson, John A. 1985. *Counseling and Development in a Multicultural Society.* Monterey, California: Brooks/Cole (Textbook).

Explores the people, issues, and practices in counseling. Provides a broad-based, multi-disciplinary look at counseling in the U.S.

Bach, Irving E. (Ed). 1982. "Meeting the Career Development/Counseling Guideline Needs of Limited English Proficiency Students." ERIC ED 229 560 (73 pp. Handbook).

Discusses the need for counselors to understand the cultural background of their LEP students and the importance of parental involvement in the counseling process. Describes initial school interviews with students and parents as well as assessment and school placement procedures. Discusses the use of ethnic role models, former LEP students and community resources for the successive school levels from K-12. Includes suggestions of techniques and strategies for counselors, a bibliography, practical appendices containing sample letters, assessment information, and resources.

Baker, Nicholas G. 1981. "Social Work through an Interpreter." ***Social Work,*** **vol. 26.5, 391-97.**

Describes problems related to working with non-majority language clients and how an interpreter can help in this regard. Gives qualifications necessary in a good interpreter and suggestions on how to work effectively with one.

Benesch, Kevin F. and Joseph G. Ponterotto. 1989. "East and West: Transpersonal psychology and cross-cultural counseling." ***Counseling and Values,*** **vol. 33.2, 121-131. (see** ***Asian*****)**

Berney, T. and R. Alvarez. 1989. "Bilingual Language Arts Survival Training: Project BLAST." ERIC ED 311 727.

Bilingual Language Arts Survival Training (BLAST) served 254 Spanish-speaking 9th-12th graders in the Bronx. Aims at supplementing the school's bilingual program by providing instruction in English as a second language, native language arts, culture, bilingual instruction in math, science and social sciences.

Berry, J.W. and W.J. Lonner (Eds.). 1975. ***Applied Cross-Cultural Psychology.*** **Amsterdam: Swets and Zeitlinger.**

Contains an anthology of papers form the Third International Congress of the International Association for Cross-Cultural Psychology.

Bishop, John B. 1990. "The University Counseling Center: An Agenda for the 1990s." ***Journal of Counseling and Development,*** **vol. 68.4, 408-513.**

Reviews research that indicates that crisis management services, career development concerns, a changing student population, and issues related to retention all represent areas in which contemporary counseling center could make significant contributions. Recommendations are made about how counseling centers might prepare themselves for such involvement.

Boen, Linda L. 1989. "A university's effort to bridge the gap for minority students." ***Journal of College Student Development,*** **vol. 20.2, 167-168.**

Describes the Students Making It Lighter Everyday program that was implemented on the campus of the University of Arkansas and discusses the work of the peer counselor in helping minority students adjust to the transition of college life.

Bo[illegible]t, Lucinda L. 1990. "Cambodian Refugees." ERIC ED 334 493. (20 pp.)

Discusses differences between previous and more recent groups of refugees. Concentrates on counseling the uneducated, rural refugees who are not familiar with aspects of America life and who suffer from a variety of emotional disturbances. Suggests guidelines for a crisis intervention model which takes into account Cambodian culture, beliefs and values.

Bradly, Marjoriek. 1977. "Counselor Ethnic Awareness Project." ERIC ED 153-092. (50 pp.)

Presents a project designed to show school counselors the importance of ethnicity in the lives of themselves, their colleagues and their students. Counselors also learned that problems have institutional origins which can be institutionally solved. Project encouraged counselors to begin ethnic appreciation programs in their schools.

Brislin, Richard W. and Paul Pedersen. 1976. *Cross-Cultural Orientation Programs.* New York: Gardner Press.

Describes and evaluates cross-cultural orientation programs. Offers guidelines in setting up new programs.

Brown, Thomas J. 1988. *High Impact Teaching*. Lanham, Maryland: University Press of America, Inc.

Provides educators with a helpful handbook for teaching minority students while breaking the cycle of underachievement. Helps teachers to understand their own class biases and provides examples of how to overcome them.

Calvin, Richmond E. 1988. "Sources for Cross Cultural Counseling." ERIC ED 311 335 (37 pp.) (see *Counselor Characteristics/Training*).

Cannon, Carmen B. 1983. "Using an Interpreter in Cross-Cultural Counseling." *School Counselor*, vol. 31.1, 11-16.

Explores ways an interpreter can be useful when counseling situation is affected by language or cultural differences.

Carney, Clarke G. and Karen B. Kahn. 1984. "Building Competencies for Effective Cross-Cultural Counseling: A Developmental View." *The Counseling Psychologist*, vol. 12.1, 111-119 (see *Counselor Characteristics/ Training*).

Casas, J. Manuel. 1988. "Cognitive Behavioral Approaches: A minority Perspective." *The Counseling Psychologist*, vol. 16.1, 106-110.

Discusses the reasons why behavioral psychologists should direct attention to the research and service needs of racial/ethnic minorities.

Caskey, Owen L. and Jimmy Hodges. 1968. *A Resource and Reference Bibliography on Teaching and Counseling the Bilingual Student.* Lubbock: Texas Technological College.

Cheng, Li-Rong Lilly. 1989. "Service Delivery to Asian/Pacific LEP Children: A Cross-Cultural Framework." *Topics in Language Disorders*, vol. 9.3, 1-14 (see *Asian*).

Cherbosque, Jorge. 1987. Differences Between Mexican and American Clients in Expectations About Psychological Counseling. *Journal of Multicultural Counseling and Development*, vol. 15.3, 110-114 (see *Hispanic*).

Chin, Jean Lau. 1981. "Institutional Racism and Mental Health: An Asian-American Perspective." ERIC ED 222 609 (12 pp.) (see *Asian*).

Christensen, Carole Pigler. 1985. "A Perceptual Approach to Cross-Cultural Counseling." ***Canadian Counselor*, vol. 19.2, 63-81.**

Offers a multi-dimensional model of counselor/client perception of each other and the counseling process, based on perceptual psychology concepts. Shows how effectiveness of cross-cultural counseling depends on these perceptions.

Chunn, Jay C., II (Ed.) and others. 1983. "Mental Health and People of Color. Curriculum Development and Change." ERIC ED 233 108 (472 pp.).

Discusses training, curriculum and research needs in the education of students who intend to enter mental health professions and work with the four ethnic groups: Blacks, Asian and Pacific Americans, American Indians, and Hispanic Americans.

Claerbaut, David. 1981. ***New Directions in Ethnic Studies: Minorities in America*. Saratoga, California: Century Twenty One Publishing.**

Examines the issues of ethnicity and minority status from the views of several scholars. The book is divided into two parts: the first focusing on key concepts and processes in the field of ethnic and minority studies and the second focusing on specific ethnic or minority groups.

Clark, Lee Anna. 1987. "Mutual Relevance of Mainstream and Cross-Cultural Psychology." ***Journal of Consulting and Clinical Psychology*, vol. 55.4, 461-470.**

Asserts that mainstream and cross-cultural psychology address many of the same issues. Also discusses differences in theoretical orientation and methodological approach, and barriers to communication between the two subdisciplines.

Coker, Dolores M. 1988. "The Asian Student in the Classroom." ***Education and Society*, vol. 1.3, 19-20 (see Asian).**

Colangelo, Nicholas and Nancy Lafrenz. 1981. "Counseling the Culturally Diverse Gifted." ***Gifted Child Quarterly*, vol. 25.1, 27-30.**

Explains that counselors should not only be aware of the cultural differences of minority groups but also the pressure placed on them by their peers and others of the majority culture. Offers suggestions on how counselors can deal with these conflicting value and behavior systems. References included.

Colangelo, Nicholas. 1985. "Counseling Needs of Culturally Diverse Gifted Students." ***Roeper Review*, vol. 8.1, 33-35.**

Argues that culturally diverse gifted students have unique counseling and teaching needs because of their ethnicity and their abilities.

Cole, Katherine. 1982. ***Minority Organizations: A National Directory.*** **Garrett Park, Maryland: Garrett Park Press.**

Provides a comprehensive listing of organizations established by minority group members which operate programs for the benefit of minority groups.

Cole, S. and others. 1988. "School Counselor and School Psychologist: Partners in Minority Family Outreach." ***Journal of Multicultural Counseling and Development*****, vol. 16.3, 110-116.**

Presents, comprehensive consultation model for promoting family and community involvement in the education process of minority youth.

Cook, Donelda A. and Janet E. Helmes. 1988. "Visible Racial/Ethnic Groups Supervisees' Satisfaction with Cross-Cultural Supervision as Predicted by Relationship Characteristics." ***Journal of Counseling Psychology*****, vol. 35.3, 268-274 (see** ***Hispanic*****).**

Cotayo, Armando and others. 1984. "Project Get Set, 1983-1984: O.E.A. Evaluation Report." ERIC ED 260 152 (21 pp.).

Describes a proposed junior high school project to help 100 Hispanic students from economically depressed areas of the Bronx with language skills development, career guidance and general counseling.

Cotayo, Armando and Michael Sica. 1984. "Part West High School 'At Your Service,' 1982-1983: O.E.E. Evaluation Report." ERIC ED 250 430 (90 pp.).

Discusses bilingual educational support services such as guidance and academic counseling, home visits for outreach to parents and career orientation planning.

"Counseling the Minority Language Student." 1984. National Clearinghouse for Bilingual Education (6 pp. Memorandum) (Available from: National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 605, Rosslyn, Virginia 22209).

Describes the problems confronting counselors of LEP students. Touches upon such needs as being sensitive to students' cultural backgrounds, encouraging positive attitudes in teachers and personnel, enhancing LEP students' self-esteem and broadening their acquaintance with a wide range of career opportunities. Also discusses the inadequacies of testing measures and suggests improvements for them.

"Cross-Cultural Counseling: A Guide for Nutrition and Health Counselors." 1986. USDA/DHHS Nutrition and Technical Services Division (35 pp.) (Available from: Nutrition and technical Services Division, Food and Nutrition Service, U.S. Department of Agriculture, 3101 Park Center Drive, Room 609, Alexandria, Virginia 22302).

Informs counselors of the differences between their values and their clients, also offers practical techniques to facilitate nutritional recommendations and communication in general. Includes a bibliography as well as an appendix taking a brief look at the beliefs affecting nutrition of Asians, Black Americans, Hispanics and Native Americans.

Curran, Charles A. 1972. ***Counseling-Learning: A Whole-Person Model for Education.*** **New York: Grune and Stratton.**

Describes a counseling-based method of instruction. Includes a section on cultural attitudes.

Crull, P. and others. 1988. "Multicultural Issues in Special Programs." ERIC ED 315 492.

Argues that ethnicity, culture, and family heritage have a significant role in the educational and psychological development of students.

Dana, Richard H. 1981. *Human Services For Cultural Minorities.* Baltimore, Maryland: University Park Press. (see *Counselor Characteristics/ Training*)

Darov, Wes G. 1980. "Experiencing Native American Culture." *Counseling and Values*, vol. 25.1, 3-17 **(see *American Indian*).**

Das, Ajit K. and Mary Ann Harala. 1989. "Toward Multicultural Education and Counseling: The Duluth Experience." *Elementary School Guidance and Counseling*, vol. 23.4, 306-312.

Discusses the Multicultural Education Plan of the; Duluth; Minnesota school system and states the importance of counselor in a multicultural setting.

Davidman, Leonard and Patricia Davidman. 1988. "Multicultural Teacher Education in the State of California: The Challenge of Definition and Implementation." *Teacher Education Quarterly*, vol. 15.2, **50-67.**

Provides definitions of multicultural education and discusses obstacles towards its implementation in the classroom.

Dawson, John L.M. and Walter J. Lonner, (Eds.). 1974. *Readings in Cross-Cultural Psychology.* Hong Kong: Hong Kong University Press.

Contains an anthology of papers presented at the First International Congress of the International Association for Cross-Cultural Psychology.

DeBlassie, Richard R. 1978. "Counseling with Culturally Disadvantaged Students." *Adolescence*, vol. 12.50, 221-229.

Provides counselors with advice on how to assist culturally disadvantaged youth in coping with the transition into mainstream society.

Deregowski, J.B., S. Dziurawiec and R.C. Annis (Eds.). 1983. *Explications on Cross-Cultural Psychology.* Lisse, Holland: Swets and Zeitlinger.

Consists of an anthology of selected papers from the Sixth International Congress of the International Association of Cross-Cultural Psychology.

Dillard, John M. 1983. *Multicultural Counseling.* Chicago: Nelson Hall.

Examines the problems encountered by individuals from diverse cultural/ethnic backgrounds who reside in the U.S. Recommends using nontraditional approaches to counseling.

Downing, Jerry C. 1982. "Counseling the Culturally Different." *Counseling and Values*, vol. 26.4, 259-263.

Addresses the issues in counseling the culturally different and describes the importance of the values clarification process.

Dornbusch, Sanford M. and others. 1987. "The Relation of High School Academic Performance and Student Effort to Language Use and Recency of Migration among Asian- and Pacific-Americans." ERIC ED 2855 973 (45 pp.) (see *Asian*).

Ebbeck, Marjory and Maureen Dyer. 1978. "The Early Childhood Teacher Working with Children Living in Two Cultures." ***Australian Journal of Early Childhood*****, vol. 3.4, 8-12.**

Discusses early childhood education in Australia from a teacher's perspective and provides teaching suggestions for teachers and other adults working with children of ethnic minority groups living in two cultures.

Edelman, Marian Wright. 1988. "Preventing Adolescent Pregnancy: A Role for Social Work Services." ***Urban Education*****, vol. 22.4, 496-509.**

Relates the necessity of school social workers to provide counseling, health services, work preparation and academic skills for poor and minority teens.

Edwards, John. 1984. ***Linguistic Minorities, Policies and Pluralism.*** **London: Academic Press.**

Attempts to present an objective account of minority history, status and policy in order to provide an up-to-date assessment of the situation of linguistic minorities and the fundamental issues which underlie linguistic minority matters.

Eliston, Inez. 1977. "Social and Vocational Adjustment in a Multicultural Society: Implications for the School Counselor." ***School Guidance Worker*****, vol. 32.3, 4-13.**

States the necessary elements for multicultural counseling to be effective. Suggests school counselors need to understand how cultural values and attitudes affect a student's self-identity. Asserts that equal opportunity applies to all students.

Emihovich, Catherine. 1998. "Introduction: Toward Cultural Pluralism: Redefining Integration in American Society." ***Urban Review*****, vol. 20.1, 3-7.**

Reviews four articles and relates them to the concept of integration and its implications for education in the coming century.

English, Richard A. 1984. "The Challenge for Mental Health: Minorities and Their World Views." ERIC ED 255 796 (37 pp.) (Also available from: Hogg Foundation for Mental Health, Publications Division, Box 7998, Austin, TX 78713, 60¢).

Presents a four-part typology of minorities' world views which can be useful for mental health practitioners.

Escobedo, Arturo. 1974. ***Chicano Counselor.*** **Lubbock, Texas: Trucha Publications, In. (see** ***Hispanic*****).**

Farland, Ronnald and Connie Anderson. 1989. "The Transfer Center Project." ERIC ED 309 801 (42 pp.).

Discusses the Transfer Center Project which was initiated to increase the number of community college students transferring to four-year institutions. The project placed special emphasis on students from historically underrepresented groups. Among the different services, the staff offers academic advising and counseling to ethnic minority students.

Fernandez, Mary S. 1988. "Issues in counseling Southeast-Asian students." ***Journal of Multicultural Counseling and Development*****, vol. 14.4, 157-66 (see** ***Asian*****)**

Figueroa, Richard A., Jonathan Sandoval and Barbara Merino. 1984. "School Psychology and Limited-English-Proficient (LEP) Children: New Competencies." ***Journal of School Psychology*****, vol. 22.2, 131-143.**

Describes a set of competencies relevant to the practice of school psychology with LEP children, mainly Hispanic. Also discusses psychology, second-language proficiency and cultural awareness.

Foley, John B. and Dale R. Fugua. 1988. "The Effects of Status Configuration and Counseling Style on Korean Perspectives of Counseling." ***Journal of Cross-Cultural Psychology*****, vol. 19.4, 465-480 (see Asian).**

"Fort Hamilton High School Project Speed: Special Education to Eliminate Dropouts, 1983-1984: O.E.A. Evaluation Section Report." 1985. ERIC ED 262 146 (49 pp.).

Describes a high school bilingual program in Brooklyn, NY, that included student support services, parental involvement and staff development. Recommends a greater implementation of preventive group counseling.

French, Laurence. 1989. "Native American alcoholism: A transcultural counseling perspective." ***Counseling Psychology Quarterly*****, vol. 2.2, 153-166 (see** ***American Indian*****)**

Friedenberg, Joan E and Curtis H. Bradley. 1983. "Teaching the Limited English Proficient Adult: A Microcounseling Approach." In ***Theory, Technology and Public Policy on Bilingual Education*****, Raymond V. Padilla (Ed.). Rosslyn, VA: National Clearinghouse for Bilingual Education.**

Defines and examines the scope of microcounseling and its applications to LEP students.

Fuentes, Efrain Garza and John E. LeCapitaine. 1990. "The Effects of a Primary Prevention Program on Hispanic Children." ***Education*****, vol. 110.3, 298-303 (see** ***Hispanic*****).**

Fukuyama, Mary A. 1990. "Taking a Universal Approach to Multicultural Counseling." ***Counselor Education and Supervision*****, vol. 30.1, 6-17.**

Defines multicultural counseling and related concepts with regards to the universal approach. Discusses cultural bias, current trends and minority group themes. Recommends incorporating aspects of the multiculturalism into training programs for counselors.

Gaw, Albert. 1982. ***Cross-Cultural Psychiatry*****. Boston, Massachusetts: John Wright PSG Inc.**

Consists of eight chapters on cultural aspects of care for differing subgroups of the population. All the present data on cross-cultural psychiatric services is discussed.

Gay, Geneva. 1970. "Needed: Ethnic studies in Schools." ***Educational Leadership*****, vol. 28, 292-295.**

Discusses minority youth in American education. Argues that several programs have resulted from the complaints of minorities about a culturally deprived education, but that these programs' ability to meet their needs must be questioned.

Gingras, Rosario C. and Rudy C. Careaga. 1989. "Limited English Proficient Students at Risk: Issues and Prevention Strategies." ERIC ED 309 635 (13 pp.).

Identifies major factors that increase dropout risk for LEP students and outlines elements of prevention and intervention. Also details counseling among other strategies.

Gonzalez, J.R. 1978. "Language Factors Affecting Treatment of Bilingual Schizophrenics." ***Psychiatric Annals,*** **vol. 8, 68-70.**

Studies how interview language influences clinically relevant information.

Gravitz, Herbert L and Ernest Woods, Jr. 1976. "A Multiethnic Approach to Peer Counseling." ***Professional Psychology,*** **vol. 7.2, 229-235.**

Describes a successful multiethnic peer counseling program.

Griggs, Shirley A. and Rita Dunn. 1989. "The Learning Styles of Multicultural Groups and Counseling Implications." ***Journal of Multicultural Counseling and Development,*** **vol. 17.4, 146-155.**

Discusses implications of cross-cultural research on learning styles as it applies to counseling. Cautions against stereotyping groups for learning styles.

Guttman, Mary A. 1984. "Guidance Services for Bilingual Education." ***Canadian Counselor,*** **vol. 19.1, 15-21.**

Documents the need for adequate guidance and counseling in bilingual immersion programs such as the French Immersion program in Ontario, Canada. Details needs assessment procedures to use in setting up such a program.

Hall, Edward T. 1959. ***The Silent Language.*** **New York: Doubleday & Company.**

The silent languages used by all cultures is the language of behavior. In this book, Hall introduces this language of behavior and its importance in cross-cultural communication.

Hall, Gordon, C. Nagayama and H. Newton Malony. 1983. "Cultural Control in Psychotherapy with Minority Clients." ***Psychotherapy: Theory, Research and Practice,*** **vol. 20.2, 131-142.**

Contains a literature review on mental health services dealing with minorities. Indicates that a discrepancy in expectations exists between counselors and clients. Discusses the role of dominance in these relationships. Includes references.

Hannigan, Terence P. 1988. "Culture Shock with a Happy Ending." ***Journal of Counseling and Development,*** **vol. 67.2, 91.**

Describes how an experience of culture shock was a valuable factor in determining a career in cross-cultural counseling.

Havighurst, Robert J. 1970. "Minority Subcultures and the Law of Effect." In Korten, Cook and Lacey (Eds.), ***Psychology and the Problems of Society.*** **Washington: American Psychological Association (pp. 275-283).**

Discusses the position of the socially disadvantaged in American society. The American schools are failing to educate their children from a lack of understanding of how these children can learn best.

Heath, Ann E., Greg J. Neimeyer and Paul B. Pedersen. 1988. "The future of cross-cultural counseling: A Delphi poll." ***Journal of Counseling and Development,*** **vol. 67.1, 27-30 (see** ***Hispanic*****).**

Henderson, George (Ed.). 1979. *Understanding and Counseling Ethnic Minorities.* Springfield, Illinois: Charles C. Thomas

Contains articles on the cultural background and counseling needs of African Americans, Mexican Americans, Puerto Ricans, American Indians, Chinese Americans and Japanese Americans. Offers both theoretical and practical information for understanding and counseling these ethnic minority groups.

Henkin, William A. 1985. "Toward Counseling the Japanese in America: A Cross-Cultural Primer." *Journal of Counseling and Development,* vol. 63.8, 500-503 (see *Asian*).

Herr, Edwin L. 1987. "Cultural Diversity from an International Perspective." *Journal of Multicultural Counseling and Development,* vol. 15.3, 99-109.

Analyzes cultural diversity from an international perspective, examining roots of cultural diversity and implications for cross-cultural counseling in a culturally pluralistic society such as the United States.

Herring, Roger D. 1990. "Nonverbal Communication: A Necessary Component of Cross-Cultural Counseling." *Journal of Multicultural Counseling and Development,* vol. 18.4, 172-179.

Explains the significance of nonverbal communication in cross cultural counseling. Discusses the problem of misunderstanding nonverbal signals, which vary in relation to people and culture. Suggests that acceptance and understanding of the facts that people are diverse will help solve the problem.

Herring, Roger D. 1990. "Understanding Native-American Values: Process and Content Concerns for Counselors." *Counseling and Values,* vol. 31.2, 134-137 (see *American Indian*).

Hess, R.D. and V.C. Shipman. 1965. "Early Experience and the Socialization of Cognitive Modes in Children." *Child Development,* vol. 91, 869-886.

Deals with cultural deprivation and its effect on the human mind.

Holman, Marjorie, and Philip J. Lauver. 1987. "The counselor Culture and Client-Centered Practice. *Counselor Education and Supervision,* vol. 26.3, 184-191.

Suggests ways to improve communication between white counselors and minority clients.

Hopps, June G. (Ed.). 1982 "Social Work and People of Color." *Social Work,* vol. 27, 7-115.

Contains 15 articles related to discrimination against people of color. Includes discussion of strategies for social work practice.

Hurtado, Juan. 1979. "Counseling and Culture." ERIC ED 230 871 (23 pp.) (see *Counselor Characteristics/ Training*).

Ibrahim, Farah A. and Patricia M. Arredondo. 1986. "Ethical Standards for Cross-Cultural Counseling: Counselor Preparation, Practice, Assessment and Research." *Journal of Counseling and Development,* vol. 64.5, 349-51 (see *Needs Assessment and Testing*).

Instructional Development Research Association. 1989. San Antonio, Texas. "The Answer: Valuing Youth in Schools and Families. A Report on Hispanic Dropouts in the Dallas Independent School District."

Reports on the Hispanic dropout problem and indicates the need for a comprehensive approach incorporating strategies that focus on the family, the student and the school.

Jackson, Morris L. 1987. "Cross-Cultural Counseling at the Crossroads: A Dialogue with Clemmont E. Vontress." ***Journal of Counseling and Development,*** **vol. 66, 20-23.**

Discusses the genesis, status and future direction of cross-cultural counseling with Clemmont Vontress, a pioneer and frequent contributor to the growing body of literature on cross-cultural counseling.

Karnes, M.B., R.R. Zehrbach and G.R. Jones. 1971. ***The Culturally Disadvantaged Student and Guidance.*** **Boston: Houghton Mifflin.**

Stimulates guidance counselors to understand culturally disadvantaged students and to develop programs and services that meet the needs of these students.

Kaser, Joyce. 1984 "Every Child Deserves a Chance: Guidelines for Effective Teaching." ERIC ED 259 043 (23 pp.)

Presents guidelines for effectively teaching minority students, grades K-6.

Katz-Leavy, Judith and others. 1987. "Meeting the Mental Health Needs of Severely Emotionally Disturbed Minority Children and Adolescents." ***Children Today,*** **vol. 16.5, 10-14.**

Presents a national perspective on the Child and Adolescent Service System Program (CASSP), an effort of the National Institute of Mental Health to improve the quantity and quality of services to seriously emotionally disturbed youths who are members of minority groups.

Keyes, Kay L. 1989. "The counselor's Role in Helping Students with Limited English Proficiency." ***School Counselor,*** **vol. 37.2, 144-148.**

Addresses new demands on secondary school counselors such as the number of immigrants and refugees with Limited English Proficiency increases in the schools. Looks at rise in LEP numbers, new ways to bridge barriers, support system, networking and scheduling.

Kiev, Ari. 1972 ***Transcultural Psychiatry.*** **New York: The Free Press.**

Provides an overview of psychiatry from a cross-cultural, multinational viewpoint.

Kruse, Larry F. 1988. "Refugee Services: Lives in Transition." ***Community Services Catalyst,*** **vol. 18.2, 27-28 (see** ***Career Guidance*****)**

Lee, Courtland C. and Bernard L. Richardson (Eds.). 1991. "Multicultural Issues in Counseling: New Approaches to Diversity." ERIC ED 329 861 (216 pp.).

Discusses multicultural counseling from the perspective of history, types of intervention and future training for counselors. Chapters include discussion of many ethnic American groups: Native American, Chinese, Japanese, Southeast Asian, Korean, Cuban, Puerto Rican, Chicano and Arab.

Lee, Evelyn. 1988. "Cultural factors in working with Southeast Asian refugee adolescents." *Journal of Adolescence*, vol. 11.2, 167-170 (see *Asian*).

Lee, D. John. 1984. "Counseling and Cultures: Some Issues." *Personnel and Guidance Journal*, vol. 62.10, 592-597 (see *Counselor Characteristics/Training*).

Lefley, Harriet P. 1989. "Empirical support for credibility and giving in cross-cultural psychotherapy." *American Psychologist*, vol. 44.8, 1163 (see *Counselor Characteristics/Training*)

Leighton, Roby E. 1964. *Bicultural Linguistic Concepts in Education.* Tucson: University of Arizona Press.

Leslie, Robert C. "Counseling Across Cultures, UMHE Monograph Series, Number 5." ERIC ED 186 828 (24 pp.) (Available from UME, c/o Educational Ministries, ABC, Valley Forge, PA 19481, $1.00)

Asserts that counseling across cultures can present many problems for the white American counselor and that it is important that the counselor understand the subculture in order to meet the needs of minority clients.

Lloyd, Arthur P. 1987. "Multicultural Counseling: Does It Belong in a counselor Education Program?" (see *Counselor Characteristics/Training*).

"A Look at State Compensatory Education in AISD, 1983-1984." 1984. ERIC ED 252 589 (22 pp.).

Describes the Austin Independent School Districts' program for LEP students, including the role of 39 counselors at 51 elementary schools. Also discusses consultation meetings with parents.

Lopez, Mike. 1988. "Intrusive Advising with Special Student Populations." *NASPA Journal*, vol. 25.3, 195-201.

Contact with students (in special student populations) can help reduce attrition rates. An intrusive advising program which includes minority students and other disadvantaged students is described.

MacCarthy, Brigid and Jackie Craissati. 1989. "Ethnic differences in response to adversity: A community sample of Bangladeshis and their indigenous neighbors" (see *Asians*)

McCormick, Theresa E. and Tino Noriega. 1986 "Low Versus High Expectations: A Review of Teacher Expectations Effects on Minority Students. *Journal of Educational Equity and Leadership*, vol. 6.3, 224-234.

Discusses the effects of teacher expectations on student performance.

McCoy, Georgia. 1971. "Case Analysis: Consultation and Counseling." *Elementary School Guidance and Counseling*, vol. 5.3, 221-225.

Describes a case in which counselors worked with a young, troubled LEP student.

Manson, Spero M. 1989. "Long-Term Care in American Indian Communities: Issues for Planning and Research." *The Gerontologist*, vol. 29.1, 38-44 (see *American Indian*).

Marcos, Luis M. and Alpert Murray. 1976. "Strategies and Risks in Psychotherapy with Bilingual Patients: The Phenomenon of Bilingual Patients." *American Journal of Psychiatry*, vol. 133.11, 1275-1278.

Explains that the use of both languages in counseling bilingual patients can complicate psychotherapy.

Marcos, Luis M. 1979. "Effects of Interpreters on the Evaluation of Psychopathology in Non-English Speaking Patients." ***American Journal of Psychiatry*, vol. 136.2, 171-174.**

Shows how interpreter-caused distortions in counseling LEP clients can lead to misevaluation. claims that pre- and post-interview meetings of counselor and interpreter are helpful in lessening these distortions.

Marsella, Anthony J., Roland G. Tharp and Thomas J. Ciborowski. 1979. ***Perspectives in Cross-Cultural Psychology.*** **New York: Academic Press.**

Provides a broad overview of some of the most fundamental issues in cross-cultural psychology.

Marsella, Anthony J. and Paul B. Pedersen, (Eds.). 1987. ***Cross-Cultural Counseling and Psychotherapy.*** **New York: Pergamon Press (Anthology).**

Contains selections dealing with the foundations, evaluation, ethnocultural considerations and future perspectives of cross-cultural counseling.

Mau, Wei-Cheng and David A. Jepsen. 1988. "Attitudes Toward Counselors and Counseling Processes: A Comparison of Chinese and American Graduate Students." ***Journal of Counseling and Development*, vol. 67.3, 189-92 (see *Asian*).**

Miller, Lamar P. 1970. "Materials for Multi-Ethnic Learners." ***Educational Leadership*, vol. 28, 129-132.**

Discusses the importance of a curriculum that reflects the multi-ethnic nature of our society, the materials which should be included and the purpose for including these materials.

Mio, J. 1989. "Experienced Involvement as an Adjunct to Teaching Cultural Sensitivity." ***Journal of Multicultural Counseling and Development*, vol. 17.1, 38-46.**

Examines effects of two types of cross-cultural experiences upon knowledge and understanding of ethnic minority groups.

Mitchell, Bruce M. 1987. "Developing Multiculturally-Sensitive Teachers." ***Equity and Excellence*, vol. 23.1-2, 129-130.**

Describes a teacher preparation program which offers a modest education in American pluralism and helps students develop a curriculum that will upgrade the multicultural tolerance level of their future students.

Neimeyer, Greg J. and Mary Fukuyama. 1984. "Exploring the Content and Structure of Cross-Cultural Attitudes." ***Counselor education and Supervision*, v. vol. 23.3, 214-24 (see *Counselor Characteristics/Training*).**

Oakland, Thomas. 1973. "Assessing Minority Group Children" Challenges for School Psychologists." ***Journal of School Psychology*, vol. 11.4, 294-303.**

Discusses the role of the school psychologist in assessing minority children.

Oakland, Thomas (Ed.). 1977. ***Psychological and Educational Assessment of Minority Children.*** **New York: Brunner/Mazel.**

Anthologizes articles dealing with assessment of minority children. Includes an appendix with descriptions of popular language dominance measures.

Padilla, Amado M., Rene A. Ruiz and Rodolfo Alvarez. 1975. "Community Mental Health Services for the Spanish-Speaking/Surnamed Population." ***American Psychologist,*** **vol. 30.8, 892-905 (see** ***Hispanic*****).**

Parker, Larry D. 1989. "An annotated bibliography in cross-cultural counseling for elementary and middle school counselors." ***Elementary School Guidance and Counseling,*** **vol. 23.4, 313-321.**

Presents an annotated bibliography containing books and journal articles that address the concerns of cross-cultural counseling and counseling issues related to various ethnic and racial groups.

Passow, A. Harry. 1984. "A Cross-National View of Education and Socialization of Immigrant Youth." ERIC ED 242 831 (30 pp.).

Examines the education and socialization of immigrant children and youths from an international perspective, discussing approaches taken by various countries.

Pedersen, P.B. 1977. "The triad model for cross-cultural training." ***Personnel and Guidance Journal,*** **vol. 56, 94-100 (see** ***Counselor Characteristics/ Training*****).**

Pedersen, P.B. and A.J. Marsella. 1982. "The Ethical Crisis for Cross-Cultural Counseling and Therapy." ***Professional Psychology,*** **vol. 12.4, 492-500.**

Reviews evidence to determine if ethical guidelines sensitive to cross-cultural counseling and therapy are needed. Discusses guidelines for cross-cultural research that have direct implications for cross-cultural counselors and therapists; and identifies questions of ethics that come out of reading through APA guidelines that pertain to serving a multicultural population.

Pedersen, P.B. and others (Eds.). 1989. ***Counseling Across Cultures: Third Edition.*** **Honolulu: University of Hawaii Press.**

Designed as an introduction to the field, the book acquaints readers with the central issues involved in cross-cultural counseling and is not targeted to experts in the area. A four section division includes: 1) basic themes which provide a framework specially focused on multicultural clientele, 2) controversial issues, 3) alternative models of multicultural counseling (specifically for Japanese-Americans, Hispanics, American Indians, International students and persons with refugee status) and 4) exploration of measurement and research applications. The overall effort is to aid persons from various cultural backgrounds to learn about how to work more constructively with each other.

Pedersen, Paul, et al (Eds.). 1981. ***Counseling Across Cultures.*** **Honolulu: East-West Center (Anthology).**

Includes essays on cross-cultural counseling, general considerations of multicultural counseling, specific ethnic and cultural considerations and research and practical considerations.

Pedersen, Paul. 1982. "The Intercultural Context of Counseling and Therapy." ***Cultural Conceptions of Mental Health and Therapy.*** **A.J. Marsella and G.M. White, (Eds.). Reidel Publishing Co., 333-358 (Available from: National Clearinghouse for Bilingual Education).**

Discusses the implications of counselors' cultural awareness on their approaches to situations involving cultural minorities. Describes these situations from the minority perspective, the international perspective, the therapist's perspective, the client's perspective and in a conceptual framework of cultural awareness. Includes references.

Pedersen Paul (Ed.). 1985. ***Handbook of Cross-Cultural Counseling and Therapy.*** **Westport, CT: Greenwood Press.**

Attempts to meet the needs of preservice and inservice training in cross-cultural counseling and therapy by including messages from the more prominent authors on cross-cultural counseling and therapy.

Pedersen, Paul. 1986. "The Cultural Role of Conceptual and Contextual Support Systems in Counseling." ***American Mental Health Counselors Association Journal,*** **vol. 8.1, 35-42.**

Presents nine combinations of formal and informal contexts and methods counselors can use to "translate" counseling and therapy to culturally different populations.

Pedersen, Paul. 1987. "Ten Frequent Assumptions of Cultural Bias in Counseling." ***Journal of Multicultural Counseling,*** **vol. 15.1, 16-24.**

Discusses ten examples of cultural bias that occur in cross-cultural counseling.

Peng, Samuel S. 1985. "High School Dropouts: A National concern." ERIC ED 278 739 (16 pp.).

Synthesizes statistical information from a variety of sources in an effort to describe and understand the dropout phenomenon which especially affects black, Hispanics and students from families of lower socioeconomic status.

Pomales, Jay and Vernon Williams. 1989. "Effects of Level Acculturation and Counseling Style on Hispanic Students' Perception of the Counselor." ***Journal of Counseling Psychology,*** **vol. 36.1, 78-83 (see** ***Hispanic*****).**

Ponterroto, Joseph G. and Kevin Benesch. 1988. "An Organizational Framework for Understanding the Role of Culture in Counseling." ***Journal counseling and Development,*** **vol. 66.5, 237-241 (see** ***Counselor Characteristics/Training*****).**

Ponterroto, Joseph G. and Haresh B. Sabnani. 1989. "Classics in Multicultural Counseling: A Systematic Five-Year Content Analysis." ***Journal of Multicultural counseling and Development,*** **vol. 17.1, 23-37.**

Systematically examines four nationally refereed counseling journals to identify most influential books, chapters, conceptual/theoretical articles, studies and scholars in the multicultural counseling field.

Poortinga, Ype H. 1977. *Basic Problems in Cross-Cultural Psychology.* Amsterdam: Swets and Zeitlinger.

Contains an anthology of papers from the Third International Congress of the International Association for Cross-Cultural Psychology.

Posey, Virginia K. 1990. "Serving Language Minority and Multi-Cultural Special Populations in Rural Areas." *Journal for Vocational Special Needs Education*, vol. 12.2, 23-27.

Argues that in order for language minority and multicultural special education students to be served properly, better academic and vocational assessment, career guidance and counseling and instructional support services are needed.

Post, David. 1990. "College-Going Decisions by Chicanos: The Politics of Misinformation." *Educational Evaluation and Policy Analysis*, vol. 12.2, 174-187 (see *Hispanic*).

Powell, Gloria Johnson (Ed.). 1983. *The Psychological Development of Minority Group Children.* New York: Brunner/Mazel.

Anthologizes articles on counseling minority children. Includes a section called, "Educational issues regarding minority group children."

"Project Assist: A Counseling, Communication and Instruction Program Manual: Ocean View School District Title VII Demonstration Project, 1981-1984." 1984. ERIC ED 259 049 (85 pp. manual) (Available from: Maria Balderrama, Ocean View School District, 2382 Etting Road, Oxnard, CA).

Describes the implementation of a junior high school project to integrate newly-immigrated teenagers into the academic and cultural mainstream, with a central role played by the bilingual/cross-cultural counselor. Explains the program in detail from the original placement interview to the importance of the counseling center with its informal "drop-in" nature. Discusses the qualities needed in counselors and details of their daily activities. Also discusses parental involvement along with the use of peers as "buddies" and tutors and the use of ethnic professionals as speakers. Includes references, resources and example forms and tests in, the appendices.

"Project BECA: Adlai E. Stevenson High School, 1983-1984: O.E.A. Evaluation Report." 1986. ERIC ED 269 521 (40 pp.).

Discusses the components of this Bronx bilingual program for Hispanic students which included ESL instruction, bilingual content classes, counseling/career awareness workshops and individual counseling sessions.

Rendon, Laura I. 1989. "The Lie and the Hope: Making Higher Education a Reality for at Risk Students." *AAHE Bulletin*, vol. 41.0, 4-7 (see Hispanic).

Rendon, Laura I. and Nora Amaury. 1989. A Synthesis and Application of Research on Hispanic Students in Community colleges." *Community College Review*, vol. 17.1, 17-24 (see Hispanic).

Roark, Albert E. and Tulio Tablada. 1986. "Cross Cultural Counseling and Acculturation: Speculations on Theory and Practice." Bueno Center for Multicultural Education, Monograph Series, vol. 7.1 (13 pp.) (Available from: Bueno Center for Multicultural Education, Education Building, Campus Box 249, University of Colorado, Boulder, CO 80309).

Emphasizes the need for counselors to determine and accept the level of and attitude towards acculturation a student has. Gives specific indices of acculturation and specifically warns counselors to avoid the "representative assumption," the idea that a particular student is representative of his ethnic group. Includes bibliography.

Romero, Dan and others. 1989. "In Memory: Rene A. Ruiz." ***Journal of Counseling and Development,*** **vol. 67.9, 498-505.**

Reviews his career as a as a counselor, teacher, writer and researcher.

Rosser-Hogan, Rhonda. 1990. "Making Counseling culturally Appropriate: Intervention With a Montagnard Refugee." ***Journal of Counseling and Development,*** **vol. 68.4, 443-45 (see** ***Asian*****).**

Ruiz, Sandoval Aureliano. 1984. "Cross-Cultural Group Counseling and the Use of the Sentence Completion Method." ***Journal for Specialists in Group Work,*** **vol. 9.3, 131-136.**

Shows how feedback from group members can be helpful in groups of various cultural backgrounds. Feedback offers understanding of cultural, lingual and ethnic aspects. Includes a set of eight sentence items.

Sanchez, Antonia. 1981. "Counseling the Bilingual Student." ERIC ED 214 050 (87 pp.).

Highlights issues concerning the counseling of bilingual students in an annotated bibliography drawn from sources from 1966-1980. Includes areas such as culture in bilingual education programs, family involvement, counseling techniques and bilingual counselor training programs.

Saville-Troike, Muriel. 1978. ***A Guide to Culture in the Classroom.*** **Rosslyn, Virginia: National Clearinghouse for Bilingual Education.**

Explores the relationship of language, culture and education, recommends training programs for bilingual educators, suggests possible ways to introduce cultural information in classroom activities.

Schauble, Paul G., Woodrow M. Parker, Barbara S. Probert and Elizabeth Mitchell Altmaier. 1979. "Taking Counseling to Minority Students: The Classroom as Delivery Vehicle." ***Personnel and Guidance Journal,*** **vol. 58.3, 176-180.**

Describes an experiment which provided in-class counseling services in order to avoid the problems of negative attitudes towards counselors and minority students' hesitancy in making an initial request for help.

Schilling, Brenda and others. 1986. "Cross-Cultural Counseling. A guide for nutrition and health counselors." ERIC ED 291 849 (41 pp.).

Every counselor may be called upon to counsel clients from other cultures. this awareness guide emphasizes cultural factors that can hamper effective communication. Cultural values and dietary health practices are discussed, as well as verbal and nonverbal communication.

Schreiber, Daniel. 1962. "What Can Be Done to Reduce Academic Retardation in Minority Group Children." ERIC ED 014 516 (11 pp.) (see *Parental Involvement*)

Shore, Rima (Ed.). 1981. "Morris High School Betterment Through Bilingualism: E.S.E.A. Title VII Final Evaluation Report, 1980-1981." ERIC ED 218 397 (103 pp.).

Highlights the importance of the supportive staff and their bilingual training in this program that provided both instructional and non-instructional services to Hispanic students. The non-instructional component included supportive services, home visits and the involvement of both the parents and the community.

Singleton, Dorothy Kim. 1982. "Counseling Approaches for Enhancing Self-Esteem of Minorities." ERIC ED 212 930 (25 pp.)

Discusses a humanistic based approach for enhancing minority clients' self-esteem. Includes a consideration of the importance of family, religion and cultural values. Gives suggestions for interview techniques and includes references.

Smith, Elsie M.J. 1985. "Ethnic Minorities: Life Stress, Social Support and Mental Health Issues." *The Counseling Psychologist,* vol. 13.4, 537-539.

Examines the relationship and cognitive functioning to psychological reports of minority and majority Americans.

Stadler, Holly A. (Ed.). 1985. "Attitudes Toward Counseling and Mental Health in Non-Western Societies." *American Mental Health Counselors Association Journal,* Vol. 7.2, 52-96.

Discusses the meaning of counseling from nonwestern perspectives and suggests some considerations for counselors. Discusses cultural differences related to stress, myth and superstition, social change and social attitudes related to physical and mental health in six cultures.

Steinber, Laurence and others. 1984. "Dropping Out among Language Minority Youth." *Review of Education Research,* vol. 54, 113-132.

Considers the following variables concerning school-leaving among language minority youth: background factors, academic achievement, school characteristics, school performance and school experiences.

Sue, D.W. 1977. "Counseling the Culturally Different: A Conceptual Analysis." *Personnel and Guidance Journal,* vol. 55, 422-425.

Examines the ethnic differences systematically, as related to the counselor's own approach and values and the various theories of counseling. One method investigated the process of counseling and the counselor's goals for the client.

Sue. D.W. 1978. "World Views and Counseling." *Personnel and Guidance Journal,* vol. 56 (8), 458-462.

Addresses the way in which individual racial characteristics and culture combine to create people with varying world views. Considers the significance of different world views for counselors.

Previous work by Sue are referred to in a discussion about a conceptual model for world views. Locus of control and locus of responsibility are explained and judged valuable in understanding people's different view points.

Sue, Derald W. and Stanley Sue. 1972. "Ethnic Minorities: Resistance to Being Researched." ***Professional Psychology,*** **vol. 3, 11-17.**

Reports that the research psychologist is meeting increasing resistance from ethnic minorities to being researched due to an atmosphere of mistrust.

Sue, Derald Wing and David Sue. 1977. "Barriers to Effective Cross-Cultural Counseling." ***Journal of Counseling Psychology,*** **vol. 24.5, 420-429.**

Examines counselors' values which conflict with minority clients' cultural values and the problems caused by these conflicts. Discusses implications of these problems on counseling techniques. Includes references.

Sue, D.W., J.E. Bernier, A. Durran, L. Feinberg, P. Pedersen, E. Smith and Ena Vasquez-Nuttal. 1982. "Position Paper: Cross-Cultural Counseling Competencies." ***Counseling Psychologist,*** **vol. 10.2, 45-52.**

Outlines and challenges some prevalent myths and misunderstandings which have made it difficult to develop appropriate curricula and relevant counseling/therapy competencies for the culturally different in the United States. Begins the much needed task of defining the term "cross-cultural counseling/therapy" which has been increasingly used in the literature. The article concludes with recommending the adoption of specific cross-cultural counseling and therapy competencies by the APA to be used as a guideline for accreditation criteria.

Sue, Derald Wing. 1978. "Eliminating Cultural Oppression in Counseling: Toward a General theory." ***Journal of Counseling Psychology,*** **vol. 25.5, 419-428.**

Proposes that the internal locus of control and responsibility world view are most characteristic of Western counseling approaches and assumptions. Cultural oppression occurs when this world view is blindly imposed upon the culturally different client. Implications of world views are discussed with respect to counseling in the United States.

Sue, Derald Wing. 1981. ***Counseling the Culturally Different.*** **New York: John Wiley and Sons.**

Contains an anthology focusing on the theory and practice of counseling people from various cultural/ethnic backgrounds.

Sue, Stanley. 1977. "Community Mental Health Services to Minority Groups." ***American Psychologist,*** **vol. 32, 616-624.**

Deals with the unequal treatment provided for minorities and the evidence which shows that those provided with equal treatment still had poor outcomes.

Tageson, Carroll W. and John G. Corazzini. 1974. "The Para-Professional in the Minority Community." ***Counseling and Values,*** **vol. 18.3, 193-198.**

Claims that the role of the para-professional can be especially beneficial to counselors working with minority groups since paraprofessionals from the community can more easily identify with the clients.

Tan, Siang-Yang. 1989. "Psychopathology and culture: The Asian American context." *Journal of Psychology and Christianity*, vol. 8.2, 61-75 (see Asian).

Taylor, Orlando. 1986. *Treatment of Communication Disorders in Culturally and Linguistically Diverse Populations.* Boston, Massachusetts: College-Hill Press Inc.

This book is divided into three parts: Part I focuses on background issues pertaining to cultural and linguistic diversity. Part II concentrates on the assessment of language disorders of those in diverse cultural and linguistic populations. The last part emphasizes management and educational issues. A companion volume; Nature of Communication Disorders in Culturally and Linguistically Diverse Populations, is recommended for the reader.

Thomason, Timothy C. 1991. "Counseling Native Americans: An Introduction for Non-Native American Counselors." *Journal of Counseling and Development*, vol. 69.4, 321-327.

Discusses the Native American views on healing. Suggests services for this diverse group.

Thompson, Donald L. and M.S. Teng. 1970. "Counseled vs. Non-Counseled One Year Later." ERIC ED 040 412 (7 pp.).

Reports a follow-up evaluation of a study on differences between adolescents who seek counseling and those who do not. Findings suggest that perhaps the initial impact of counseling is the greatest in producing change.

Tikalsky, F. and S. Wallace. 1988. "Culture and the Structure of Children's Fears." *Journal of Cross-Cultural Psychology*, vol. 19.4, 481-492.

Examines the relationship between culture and children's fears by analyzing responses of Navajo and Anglo third-grade students to items from the Louisville Fear Survey for Children.

Triandis, Harry C. and William Wilson Lambert (Eds.). 1980. *Handbook of Cross-Cultural Psychology*, vols. 1-6. Boston: Allyn & Bacon.

Consists of a six volume anthology with articles dealing with perspectives, methodology, basic processes, developmental psychology and social psychology.

Trueba, Henry T. 1987. *Success or Failure?* Cambridge, Massachusetts: Newbury House Publishers.

Looks at some of the struggles of minority children in contrast with mainstream children. Discusses the reasons why many do not participate meaningfully in school activities and why learning is difficult and unrewarding. Focuses is on how minority children can learn more effectively.

Trujillo, Roberto G. and Rosemary M. Stevenson. 1978. "Third World Students and Counseling: A Selected Bibliography." ERIC ED 160 938 (38 pp.) Available from: Regents of the University of California, Librarian's Office, University of California, Santa Barbara, CA 93106, $2.00).

Usher, Claire Hamilton. 1989. "Recognizing Cultural Bias in Counseling Theory and Practice: The Case of Rogers." *Journal of*

***Multicultural Counseling and Development*, vol. 17.2, 62-71 (see *Counselor Characteristics/Training*).**

Vasquez, J. 1989. "Building Instructional Strategies from Student Traits." *NABE: The Journal for the National Association for Bilingual Education*, vol. 13.2, 145-160.

Presents a model for formulating effective instructional strategies based on observed traits of language minority students.

Vasquez, James A. and Clotilde Gold. 1980. "Counseling and Minorities: A Bibliography." ERIC ED 206 968 (52 pp.) (Available from: Dr. James A. Vasquez, Director, Center for Chicano Studies, University of Washington, Seattle, WA 98105).

Includes entries relating to transcultural psychiatry, career counseling and psychotherapy pertaining to such minority groups as American Indians, Asian Americans and Hispanics.

Vernon, Philip E. 1982. *The Abilities and Achievements of Orientals in North America*. New York: Academic Press (see *Asian*).

Vontress, Clemmont E. 1968. "Cultural Differences: Implications for Counseling." ERIC ED 023 105 (20 pp.).

Discusses four cultural minority groups: Native Americans, Appalachian Whites, Spanish Americans and American Blacks. Emphasizes the general characteristics of which a counselor should be aware.

Vontress, Clemmont E. 1972. "Counseling Racial and Ethnic Minorities in the United States." ERIC ED 063 429 (16 pp.).

Discusses briefly six racial and ethnic minority groups in the United States in order to demonstrate how selected cultural variables may intrude in the counseling relationship.

Vontress, Clemmont E. 1973. "Racial and Ethnic Barriers in Counseling." ERIC ED 117 582 (37 pp.).

Catalogs numerous problems involved in counseling minority group members and recommends that counselors thoroughly understand all aspects of minority group cultures.

Vontress, Clemmont E. 1974. "Cross-Cultural Counseling in Perspective." ERIC ED 090 451 (19 pp.).

Discusses barriers to successful cross-cultural counseling due to a variety of factors.

Vontress, Clemmont E. 1983. "An Existential Approach to Cross Cultural Counseling." *Counseling and Values*, vol. 28, 2-12.

Gives definitions for existentialism, cross-cultural counseling and culture and describes how guidelines from existential concepts can aid cross-cultural counseling. Recommends searching for a method for helping counselors understand how identities to their own culture affect their ability to help clients from different cultures.

Vontress, Clemmont E. 1988. "An Existential Approach to Cross-Cultural Counseling." *Journal of Multicultural Counseling and Development*, vol. 16.2, 73-83 (see *Counselor Characteristics/Training*).

Walz, Garry R. "CounselorQuest: Concise Analysis of Critical Counseling Topics." ERIC ED 330 984 (384 pp.).

Contains 167 counseling resources, which include topics on Mexican Americans, migrants, minority students, multicultural counseling, racism and Southeast Asian children

Walz, Garry R. and Libby Benjamin, (Eds.). 1978. *Transcultural Counseling: Needs, Programs and Techniques.* New York: Human Sciences Press.

Anthologizes seven articles on cross-cultural counseling in the United States

Warren, Neil. 1980. *Studies in Cross-Cultural Psychology.* London: Academic Press.

Discusses all aspects of cross-cultural psychology beginning with problems of cross-cultural work and ending with two distinct examinations of two cultural settings: Israel and Japan

Watson, Albert L. 1988. "Importance of cross-cultural counseling in rehabilitation counseling curricula." *Journal of Applied Rehabilitation Counseling*, vol. 19.4, 55-61 (see *Counselor Characteristics/Training*).

Wehrly, Bea. 1988. "Cultural diversity from an international perspective: II." *Journal of Multicultural Counseling and Development*, vol. 16.1, 3-15 (see *Needs Assessment and Testing*).

Westcott, Nina A. 1975. "A Cross-Cultural Adaptation of the Structured Life-Review Technique." *Techniques*, vol. 1.5, 364-366.

Describes a case example in which a counselor adapted the structured life-review technique with Japanese students.

West, B. and B. Neugebauer, (Ed.), 1992. "Children Are Caught--Between Home and School, Culture and School." *Alike and Different: Exploring Our Humanity With Young Children.* Washington, DC: National Association for the Education of Young Children, 127- 139.

The author in this chapter suggests that although diversity of experience and culture is educative, it may also contribute to increased difficulties for a classroom teacher. When the values and habits of the parents differ significantly from those of the school and the teacher, there is unspoken conflict between the two, and the child is caught in that conflict. Understanding those background factors between the teacher and child's family may help the teacher preclude problems generated by the differences--or at least find more satisfactory means of coping with those problems.

Woods, E., Jr. and J.M. Zimmer. 1976. "Racial Effects in Counseling-like Interviews: An Experimental Analogue." *Journal of Counseling Psychology*, vol. 23, 527-531

Explores racial effects in a simulated counseling interview using the verbal operant-conditioning paradigm. Because the study found no significant differences in the racial interaction, the results suggest that race alone may not be the most important variable in the client-counselor relationship.

Yao, Esther L. 1989. "Understanding Indian Immigrant Learners." *Elementary School Guidance and Counseling*, vol. 23.4, 298-305 (see *Asian*).

Counseling and Self Esteem

Amoriggi, Helen D. and Deborah J. Gefteas. 1981. "Affective Considerations in Bilingual Education: Problems and Solutions." ERIC ED 261 535 (62 pp.) (Available from: National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 600, Rosslyn, VA 22209).

Discusses problems related to the self-concept of the bilingual child and a variety of solutions to the problems.

Arredondo, Patricia M. 1983. "Immigrant Young Adults and Identity Issues." (see *Cross-Cultural Counseling*)

Asamen, Joy K. and Gordon L. Berry. 1987. "Self-Concept, Alienation and Perceived Prejudice: Implications for Counseling Asian Americans." *Journal of Multicultural Counseling and Development*, vol. 15.4, 146-160 (see *Asian*).

Ascher, Carol. 1989. "Southeast Asian Adolescents: Identity and Adjustment." ERIC ED 306 329 (4 pp.) (see *Asian*).

Beane, J.A. and Richard P. Lipka. 1977. "Self Concept, Affect and Institutional Realities." *Transescence*, vol. 5, 12-18.

Considers the self concept and affective growth within the transescent age group and how they relate to the institutional features of the middle school.

Beane, James A. and Richard P. Lipka. 1980. "Self-Concept and Self-Esteem: A Construct Differentiation." *Child Study Journal*, vol. 10.1, 1-6.

Explores the definitions of self-concept and self-esteem which are two distinct constructs often confused. The relation of these constructs is discussed in terms of self-perception.

Beane, James A. and Richard P. Lipka. 1984. *Self-Concept, Self-Esteem and the Curriculum.* Newton, Massachusetts: Allyn and Bacon, Inc.

Attempts to combine educational psychology with the research on self-concept and self-esteem. A self-enhancing emphasis on an educational program is only possible through educators who are familiarized with the theory and research on self-perceptions.

Burhoe, Jane C. 1989. "Cross Cultural Attitude Survey." ERIC ED 312 881 (10 pp.).

Assesses attitudes and background differences of LEP Southeast Asian refugee and mainstream non-Asian students in a (Stockton) California High School. Includes items to assess attitudes, self-concept, family background and school-related issues.

Canfield, Jack. 1976. *100 Ways to Enhance Self-Concept in the Classroom.* Englewood Cliffs, New Jersey: Prentice Hall, Inc.

A practical book that provides teachers with activities designed to create a self-enhancing learning environment.

Cervantes, Oscar F. 1988. "What Universities and Counseling Centers Can Do To Address the Problem of Low Admission, Attrition and Retention of Minority Students." ERIC ED 304 049 (44 pp.) (see *Needs Assessment and Testing*).

Coelho, Albano Días. 1981. *Self-Concept Dimensions and Linguistic Profiles of Urban Preadolescents of Mexican Descent* (see *Hispanic*).

"Counseling the Minority Language Student." 1984. (see *Cross-Cultural Counseling*)

Davis, Donna G. 1989. "Empowering the Hispanic Female in the Public School Setting." ERIC ED 307 364 (43 pp.) (see *Hispanic*).

Dwyer, Margaret Louise. 1981. *The Effects of the Human potential Seminar on the Self-Concept, Life Purpose and Interpersonal Relations of Bilingual/Bicultural (Spanish-Speaking) Individuals* (see *Hispanic*).

Fram, Isabel and others. 1977. "'I Don't Know Yet"--West Indian Students in North York Schools: A Study of Adaptive Behavior." ERIC ED 199 323.

Relates a study that compared West Indian Students and their ability to cope with transition to Canadian Schools.

French, Laurence. 1989. "Native American Alcoholism: A Transcultural Counseling Perspective." *Counseling Psychology Quarterly*, vol. 2.2, 153-166 (see *American Indian*).

Fuentes, Efrain Garza and John Le Capitaine. 1990. "The Effects of a Primary Prevention Program on Hispanic Children." *Education*, vol. 110.3, 298-303 (see *Hispanic*).

Hamilton, Lawrence S. 1984. "Human Figure Drawings as Measures of Self-Concept Development in Bilingual Children." *Journal of Instructional Psychology*, vol. 11.1, 28-36.

Describes the accurateness of using figure drawings to measure the development of the self-concept of Hispanic K-3 children in a bilingual program.

Hardeman, Carole H. 1985. "The Quest for Excellence/Pupil Self-Esteem." ERIC ED 272 547 (18 pp.).

Stresses the importance of students' self-esteem to academic achievement and defines areas for future study of teacher qualities conducive to student achievement.

Krebs, Elfie, Graham Hurlburt and Carl Schwartz. 1988. "Vocational Self-Estimates and Perceived Competencies of Native High School Students: Implications for Vocational Guidance Counseling." *Canadian Journal of Counseling*, vol. 22.4, 212-225 (see *American Indian*).

Kutsick, Koressa and Linda Jackson. 1988. "Enhancing Self-Efficacy in Minority Youth: A Group Technique." *Psychology in the Schools*, vol. 25.2, 183-186 (see *Career Guidance*).

Levine, Elaine Sue. 1976. Ethnic Esteem Among Anglo, Black and Chicano Children. San Francisco, California: R and E Research Associates.

Addresses the importance for studying the self-esteem of minority children. Reviews ethnic identification and preference and gives the design and results of the study.

Luftig, Richard L. 1982. "The Effects of Schooling on the Self-Concept of Native American Students." (see *American Indian*).

Mitchum, Nancy Taylor. 1989. "Increasing Self-Esteem in Native American Children." *Elementary School guidance and Counseling,* vol. 23.4, 266-271 (see *American Indian*).

Ochoa, Alberto M. and others. 1988. "Addressing the Learning Disability Needs of Limited-English Proficient Students: Beyond Language and Race Issues." *Learning Disability Quarterly,* vol. 11.3, 257-264 (see *Hispanic*).

Omizo, Michael M. and Sharon A. Omizo. 1989. "Counseling Hawaiian Children." *Elementary School Guidance and Counseling,* vol. 23.4, 282-288 (see *Asian*).

Phinney, Jean A. 1988. "The Development of Ethnic Identity in Adolescents." ERIC ED 298 224 (26 pp.).

Presents a model and some empirical research on the process of ethnic identity development beyond childhood. Develops a measure for assessing ethnic identity development based on an identity process.

Purkey, William W. 1970. *Self Concept and School Achievement.* Englewood Cliffs, New Jersey: Prentice Hall Inc.

Introduces the self theory and its applications to education. The students' concepts of themselves influence their success or failure in school.

Rosenthal, R. 1970. "Teacher Expectations and Pupil Learning." In N. Overly (Ed.), *The Unstudied Curriculum.* Washington, DC.: Association for Supervision and Curriculum Development, NEA.

This paper discusses the effects of one's expectations on another's behavior. The concept of the "self-fulfilling prophecy" is addressed.

Sanders, Danielle. 1987. "Cultural Conflicts: An Important Factor in the Academic Failure of American Indian Students." *Journal of Multicultural Counseling and Development,* vol. 15.2, 81-90 (see *American Indian*).

Spindler, George and Louise Spindler. 1989. "Instrumental competence, Self-Efficacy, Linguistic Minorities and Cultural Therapy: A Preliminary Attempt at Integration." Anthropology and Education Quarterly, vol. 20.1, 36-50.

Compares definitions of self-efficacy and instrumental competence. Hypothesizes the adaptations of the Menominee Indians to the confrontation with mainstream culture as similar to those performed by linguistic minorities as they strive for self-esteem.

Studstill, John. 1985. "Enhancing Self-Concept and Self-Esteem: Program Planning and Teaching Techniques for Educators of Migrant Students." ERIC ED 266 006 (88 pp.).

Explores current research on self-concept and self-esteem, relates this research to migrant education and offers a rationale for and examples of activities, techniques and philosophies to enhance self-perception.

Sullivan, Francis D. 1983. "Emphasis on Latin American Cultures. Disadvantaged Pupil Program." ERIC ED 236 294 (20 pp.).

Discusses a project conducted with high school and junior high Hispanic students which includes language classes, tutorials, and counseling designed to help students develop an appreciation of their own culture thus enhancing self-esteem.

Thompson, Denise R. 1989. "METRO Achievement Program: Summer 1988. External Evaluation Report." ERIC ED 317 651.

Describes a summer program that focused on Hispanic and Black girls entering seventh and eighth grades in Chicago; personal counseling was one of the components. Program designed to increase self-esteem.

Ulloa, Yolanda. 1986. "Language, Culture and Self-Esteem." ***Equity and Choice,*** **vol. 3, 54-56.**

Argues that if schools recognize the importance of language and culture, they will see benefits in minority children's academic growth, self-image and economic future.

Valverde, Sylvia A. 1987. "A Comparative Study of Hispanic High School Dropouts and graduates: Why Do Some Leave School Early and Some Finish?" ***Education and Urban Society,*** **vol. 19.3, 320-329 (see** ***Hispanic*****).**

Walker, Elaine M. 1991. "Changing Self-Esteem: The Impact of Self-Esteem Changes on At-Risk Students Achievement." ERIC ED 334 304 (49 pp.).

Examines a New Jersey School district's program that was designed to raise academic achievement by raising self-esteem. Students were of Black, Hispanic and Portuguese backgrounds. Discusses results and implications for counseling. Includes statistical data and references.

Westbrook, Franklin D. and William E. Sedlacek. 1988. "A Workshop on Using Noncognitive Variables with Minority Students in Higher Education." ***Journal for Specialists in Group Work,*** **vol. 13.2, 82-89 (see** ***Counselor Characteristics/Training*****).**

Wolfe, Linda A. 1990. "Increasing Verbal Participation and Self-Concept Through Teaching Across the Curriculum." ERIC ED 321 880 (98 pp.) (see ***Hispanic*****).**

Describes a practicum in which 25 Hispanic above-average third graders were exposed to activities designed to increase verbal participation and enhance self-concept. Includes citations, instruments, student data, progress analysis, worksheets and teacher handbook.

Yao, Esther L. 1983. "Ethnic Awareness of Chinese-American Teenagers." (see ***Asian*****)**

Needs Assessment and Testing

Ascher, Carol. 1991. "Testing Bilingual Students. Do We Speak the Same Language?" ***PTA Today,*** **vol. 16.5, 7-9.**

Identifies characteristics associated with bilingualism, such as code switching and other patterns that can be seen in bilingual students. Presents the five types of tests LEP students take, in addition to the more successful curriculum based achievement tests.

Berdie, Ralph F., Wilbur L. Layton, Edward O. Swanson and Theda Hagenah. 1976. ***Testing Guidance and Counseling.*** **New York: McGraw-Hill Book Company, Inc. (see** ***Counselor Characteristics/Training*****).**

Berry, Gordon L. and Carol A. Lopez. 1977. "Testing Programs and the Spanish-Speaking Child: Assessment Guidelines for School Counselors." ***School Counselor,*** **vol. 24.4, 261-263, 266-269.**

Discusses the cultural bias of achievement and intelligence tests and gives suggestions on how school counselors can choose tests that are more appropriate for their Hispanic students.

Cervantes, Robert. 1974. "Problems and Alternatives in Testing Mexican-American Students." ***Integrated Education,*** **vol. 12.3, 33-37.**

Addresses the problems of standardized tests, presents criticisms and suggests alternatives.

Cervantes, Oscar F. 1988. "What Universities and Counseling Centers Can Do To Address the Problem of Low Admission, Attrition and Retention of Minority Students." ERIC ED 304 049 (44 pp.).

Discusses several factors associated with academic underachievement and high attrition of minority students based on a review of literature. A significant problem exists in undergraduate and graduate programs with respect to the lack of representation of minority students. Three critical factors are identified, recommendations are included and the importance of counseling services is discussed.

Cordova, Rose Mary and L. Allen Phelps. 1982. "Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques and Resources." ERIC ED 220 637 (247 pp. handbook).

Designed to aid vocational teachers, administrators and counselors in identification, assessment and placement of LEP students. Section three deals with vocational assessment and guidance and section four includes aspects of counseling.

Dana, Richard H. 1984. "Intelligence Testing of American Indian Children: Sidesteps in Quest of Ethical Practice." ***White Cloud Journal of American Indian/Alaska Native Mental Health,*** **vol. 3.3, 35-43.**

Reviews literature on intelligence testing and American Indians.

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DeAvila, Edward and Barbara Havassy. 1974. *IQ Tests and Minority Children.* Austin, Texas: Dissemination Center for Bilingual Bicultural Education.

Demonstrates the inadequacies of IQ testing for Spanish-Speaking children and children of other minorities and suggests specific problem-solving programs.

DeAvila, Edward and Barbara Havassy. 1974. "The Testing of Minority Children--a Neo-Piagetian Approach." *Today's Education,* vol. 63, 72-75.

Discusses the failure of the test-publishing companies to account for cultural and linguistic differences of minority children who must take the tests. What the tests actually measure is discussed and the validity and utility of the IQ score is considered. An alternative assessment model, the Neo-Piagetian procedure which has been tested with 1100 Mexican-American and other children is examined.

DeBlassie, Richard R. 1980. *Testing Mexican American Youth.* Hingham, Massachusetts: Teaching Resources Corporation (see *Hispanic*).

Duran, Richard P. 1989. "Assessment and Instruction of At-Risk Hispanic Students." *Exceptional Children,* vol. 56.2, 154-158.

Summarizes limitations in using standardized tests with Hispanics and examines current research developments in use of testing as means of promoting learning.

Erickson, Joan and Donald R. Omark, (Eds.). 1981. *Communication Assessment of the Bilingual Bicultural Child: Issues and Guidelines.* Baltimore, MD: University Park Press.

Contains articles dealing with both theoretical and practical aspects of testing the bilingual/bicultural child. Especially points out the need to use assessment procedures designed for LEP students rather than standard tests.

Fourqurean, John M. 1987. "A K-ABC and WISC-R Comparison for Latino Learning Disabled Children of Limited English Proficiency." *Journal of School Psychology,* vol. 25, 15-21.

Investigates the validity of two psychological tests when used with LEP/LD children.

Heflinger, Craig A., et al. 1987. "Identification of Mental Retardation by the System of Multicultural Pluralistic Assessment: Nondiscriminatory or Nonexistent?" *Journal of School Psychology,* vol. 25.2, 177-183.

Examines effects of applying the dual-criterion classification system for mental retardation in connection with the system of multicultural pluralistic assessment (SOMPA) by using the SOMPA standardization sample as subjects.

"Helping Minority Students with Nontraditional Skills to Enter and Complete College." 1984. *The Urban Review,* vol. 16.1, 57-61.

Despite legislative supports for equal access to higher education for minorities, the number of minorities enrolled in higher education is relatively low. Financial status, persistence of the student, effect of the college's characteristics on persistence, and special programs are all discussed.

Henry, Mildred D. 1986. "Halting Dropouts: To Be or Not to Be, There Is No Question!" ERIC ED 277 127 (18 pp.).

Analyzes the high school dropout phenomenon, including its influence on minority populations and examines a successful early intervention dropout program in San Bernardino, California.

Ibrahim, Farah A. and Patricia M. Arredondo. 1986. "Ethical Standards for Cross-Cultural Counseling: Counselor Preparation, Practice, Assessment and Research." ***Journal of Counseling and Development*****, vol. 64.5, 349-351.**

Proposes and discusses ethical standards for cross-cultural counselor preparation, practice, assessment and research.

Johnson, Sylvia T. and other. 1985. "Program of Assessment, Diagnosis and Instruction (Padi): Identifying and Nurturing Potentially Gifted and Talented Minority Students." ***Journal of Negro Education*****, vol. 54.3, 416-430.**

Describes design and implementation of a project which focused on early identification of potentially gifted students among youths frequently overlooked because of socioeconomic, cultural and/or linguistic differences.

Kazalumas, John R. 1979. "Counseling and Testing Procedures for Chicano Students." ***Journal of Non-White Concerns*****, vol. 7.3, 108-113.**

Emphasizes the need for counselors and other school personnel to adapt their programs and assessment procedures to respect the values of culturally diverse students such as Hispanics and reject the melting-pot assimilation attitude.

Khazindar-Vinh, Nahid. 1985. "Directory of Assessment Instruments for Limited-English Proficient Children." ERIC ED 267 940 (328 pp.).

Lists over 200 assessment instruments in up to 19 languages with information on their purpose, age level, administration time and availability. Some areas of assessment listed include adaptive behavior, attitude, developmental stage, personality and readiness skills.

Laesh, Kelley Bowers and Anne Van Keeck. 1987. "The Cloze Test as an Alternative Measure of Language Proficiency." ***Language Learning*****, vol. 37.2, 171-189.**

Assesses the validity of Language Assessment Scales and a Cloze test in measuring language proficiency.

Lam, Tony C.M. 1988. "Testing, Opportunity Allocation and Asian and Pacific Americans. The Proceedings of a Hearing Co-sponsored by the National Commission on Testing and Public Policy and the National Association for Asian and Pacific American Education. A Report." ERIC ED 297 058 (26 pp.).

Presents testimony concerning, among others, cultural and linguistic sources of bias and test scores as indicators of educational problems.

Langon, Henriette W. 1989. "Language Disorder or Difference? Assessing the Language Skills of Hispanic Students." ***Exceptional Children,*** **vol. 56.2, 160-67.**

Analyzes assessment reports on LEP and language disorder students to find that heavy (White) diagnostic emphasis is placed on discrete-point tests. Offers protocol for assessing LEP students with suspected language or learning disability.

LeVine, Elaine S. and J.N. Franco. 1981. "A Reassessment of Self-disclosure Patterns Among Anglo-Americans and Hispanics." ***Journal of Counseling Psychology,*** **vol. 28, 522-524.**

Examines self-disclosure patterns of Anglo-Americans and Hispanics. Results show that females express significantly more disclosure than males. Anglo-Americans report more disclosure than Hispanics and the lowest amount of disclosure was found among the Hispanic males. Proposes that ethnicity was not a significant factor in choosing preferred topic and target of self disclosure.

Lee, Evelyn. 1988. "Cultural Factors in Working with Southeast Asian Refugee Adolescents." ***Journal of Adolescence,*** **vol. 11.2, 167-179 (see** ***Asian*****).**

Manese, Jeanne E., William E. Sedlacek and Frederick T. Leong. 1988. "Needs and Perceptions of Female and Male International Graduate Students." ***Journal of Multicultural Counseling and Development,*** **vol. 16.1, 24-29.**

Findings indicate that females expected to have a harder time at school, were more easily discouraged, did not act on beliefs, and did not see themselves viewed as leaders. Both males and females had similar views on sex roles; however females also reported greater needs to become more comfortable in speaking up in class and to take better class notes.

Matlin, N. and C. Albizu-Miranda. 1968. "The Latent Function of Psychological Tests in the Counseling Process." ***Revista Interamericana de Psicología,*** **101-112.**

Explains the role of psychological testing as it relates to Puerto Ricans seeking counseling.

McCormick, Theresa E. and Tino Noriega. 1986. "Low Versus High Expectations: A Review of Teacher Expectations Effects on Minority Students." ***Journal of Educational Equity and Leadership,*** **vol. 6.3, 224-234.**

Describes different types of teacher expectations and expectation effects, particularly on minority students. Evidence for the existence of expectation effects is reviewed.

Neimyer, G. and M. Gonzales, M. 1983. "Duration, Satisfaction and Perceived Effectiveness of Cross-Cultural Counseling." *Journal of Counseling Psychology*, vol. 30, 91-95.

Explores interaction between duration, satisfaction and perceived effectiveness of cross-cultural counseling in treatment where counselor and client varied in race. Results revealed white counselors giving fewer sessions than non-whites and regardless of counselor race, non-white clients reported less satisfaction with counseling.

Nuttal, Ena Vasquez. 1987. "Survey of Current Practices in the Psychological Assessment of Limited-English Proficiency Handicapped Children." *Journal of School Psychology*, vol. 25, 53-61.

Describes current psychological and educational assessment practices used with primary-level LEP children. Concludes that there exists a need for more bilingual school psychologists.

Oakland, Thomas. 1973. "Assessing Minority Group Children: Challenges for School Psychologists." *Journal of School Psychology*, vol. 11.4, 294-303 (see *Counselor Characteristics and Training*).

Oakland, Thomas. 1977. *Psychological and Educational Assessment of Minority Children.* New York: Brunner/Mazel, Inc.

Identifies the practices and issues which should be considered in developing diagnostic-intervention services for minority group children.

Olion, Ladelle and Marion Gillis-Olion. 1984. "Assessing Culturally Diverse Exceptional Children." *Early Child Development and Care*, vol. 15.2-3, 203-231.

Reviews traditional cultural values, learning styles and problems in identifying ethic groups in the United States. Recommends alternative techniques.

Panasella, Anne Langstaff, T. Brockford Sales and Cara B. Volkmor. 1978. *Cross-Cultural Educational Assessment Skills Workshop: Training Process and Materials.* Los Angeles: California Regional Resource Center.

Describes a training program designed to help educators avoid discrimination in the assessment of ethnic minority and LEP students.

Pletcher, Barbara P., Nancy A. Locks, Dorothy F. Reynolds and Bonnie G. Sisson. 1978. *A Guide to Assessment Instruments for Limited-English Speaking Students.* New York: Santillana.

Lists and describes language proficiency achievement and attitude/self-concept tests for LEP children.

Putka, Gary. 1990. "Tracking of Minority Pupils Takes Toll." *The Wall Street Journal* (see *Miscellaneous*)

Rendon, Laura I. 1989. "The Lie and the Hope." *AAHE Bulletin*, vol. 41.9, 4-7.

Discusses steps for saving America's school system and gives percentages of illiteracy among minorities. The situation of minorities in the schools is described and recommendations for the faculty are given.

Rivera, Charlene and Carmen Simich. 1981. "Issues in the Assessment of Language Proficiency of Language Minority Students." ***The Journal for the National Association for Bilingual Education,*** **vol. 6.1, 19-39.**

Discusses the questions raised by the issues of language assessment and placement.

Samuda, Ronald J. 1990. "New Approaches to Assessment and Placement of Minority Students: A Review for Educators." ERIC ED 334 314 (71 pp.)

Describes problems related to the assessment and placement of minority students in Ontario. Discusses objectives of multiculturalism and their implementation. Explains six factors that educators must be aware of and sensitive to.

Samuda, Ronald J. 1976. "Testing Non-Mainstream Students in Canadian Schools." ***School Guidance Worker,*** **vol. 31.4, 37-41.**

Deals with the extent to which the general use of tests by well-meaning counselors may be harmful in its implications when applied to student who do not fit the mainstream cultural pattern.

Samuda, Ronald J., Douglas H. Crawford, Winston Tinglin and Leila Philip. 1980. ***Testing, Assessment, Counseling and Placement of Ethnic Minority Students: Current Methods in Ontario.*** **ERIC ED 191 862 (397 pp.) (Available from: Ontario Institute for Studies in Education, Publication Sales 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada or from the Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, M7A 1L2, Canada).**

Discusses placement assessment techniques including the counselor's role in the process. Includes an annotated bibliography and the research instruments used.

Schreiber, Daniel. 1962. "What Can Be Done to Reduce Academic Retardation in Minority Group Children." (see ***Cross-Cultural Counseling*****)**

Sharma, Sarla. 1986. "Assessment Strategies for Minority Groups." ***Journal of Black Studies,*** **vol. 17, 111-124.**

Addresses problems inherent in standardized testing, a moratorium on intelligence testing, alternate approaches to testing and guidelines for assessing ethnic minority groups.

Shertzer, Bruce. 1971. ***Fundamentals of Guidance.*** **2nd Ed. Boston: Houghton Mifflin Company.**

Gives an updated review of the definition of guidance: its development, implications and criticisms. Additional models of guidance are added and an analysis of the career patterns of counselors is given.

Sinai, Raquel. 1986. "An Introduction to Bilingual Education: A Manual for Trainers." ERIC ED 310 634 (178 pp.).

Contains training modules, including introduction to bilingual education, identifying LEP students, assessing their needs, curriculum issues, cross-cultural interaction in the classroom and developing and organizing successful programs. Designed for state department of education staff, but useful for administrators, support staff and monolingual teachers who work with LEP students.

Sue, David and Stanley Sue. 1987. "Cultural Factors in the Clinical Assessment of Asian Americans." ***Journal of Consulting and Clinical Psychology*****, vol. 55.4, 479-487.**

Evaluates assessment issues with Asian American populations and makes suggestions for improving assessment strategies and for testing the limitations and generality of constructs.

Sue, Stanley. 1988. "Sociocultural Issues in the Assessment and Classroom Teaching of Language Minority Students." ERIC ED 300 979 (36 pp.).

Examines problems in the assessment, evaluation and teaching of language minority children who come from diverse sociocultural backgrounds. School systems must find valid means to assess linguistic minority students and must offer instructional approaches that can facilitate growth and development.

Tomlinson, Sally. 1989. "Asian Pupils and Special Issues." ***British Journal of Special Education*****, vol. 16.3, 119-122.**

Examines problems of Asian students in British special education programs, including assessment problems and relations between Asian parents and school professionals.

Valdez, Cheryl and Roxanne Schnell-Torosian. 1991. "Severely Handicapped Language Proficiency Instrument (SH-LPI)." ERIC ED 331 288 (22 pp.).

Provides an instrument for assessing the English language proficiency of severely disabled children. Explains the instrument in terms of California legal requirements and current testing practices. Gives directions on administration and scoring.

Wehrly, Bea. 1988. "Cultural Diversity from an International Perspective: II." ***Journal of Multicultural Counseling and Development*****, vol. 16.1, 3-15.**

Presents an overview of the backgrounds of two contemporary immigrant groups in the U.S., international students (ISs), particularly students from non-Western nations and Indochinese (IRs). The inability of traditional U.S. counseling practices to meet the needs of ISs and IRs is considered proof of the limitations of Western monocultural counseling practices.

Wright, Brenda Johnson and Vivian R. Isenstein. 1975. ***Psychological Tests and Minorities.*** **Rockville, Maryland: National Institute of Mental Health.**

Describes some research done on psychological test designed for minorities. Discusses the rationale for the development of culture-specific tests.

Zambrana, Ruth E. and Victor Silva-Palacios. 1989. "Gender Differences in Stress among Mexican Immigrant Adolescents in Los Angeles, California." ***Journal of Adolescent Research,*** **vol. 4.4, 426-442 (see** ***Hispanic*****).**

Career Guidance

American Association of State Colleges and Universities, Washington, DC; California State University, Los Angeles. 1989. "Talent Search Program." ERIC ED 306 884 (18 pp.).

Describes the talent Search Program at California State University. The program provides admission, financial aid and career awareness information and services to low-income disadvantaged youth to facilitate their access to postsecondary education.

Arbona, Consuelo. 1990. "Career Counseling Research and Hispanics: A Review of the Literature." ***Counseling Psychologist,*** **vol. 18.2, 300-323.**

Reviews literature on career counseling with Hispanics from 1970 to present. Points to socioeconomic status and lack of opportunities as reasons for lack of educational mobility.

Arnold, Mary. 1990. "Reaching Out to Minority Students." ***Communication: Journalism Education Today,*** **vol. 23.3, 12-13.**

Presents four target areas for reaching minority students: counseling, recruiting, training and retaining. Describes three-day workshop for teachers, which focuses on overcoming social and cultural barriers to minority and LEP involvement in Journal programs.

Arredondo, Patricia M. 1983. "Immigrant Young Adults and Identity Issues." (see ***Cross Cultural Counseling*****)**

Ascher, Carol. 1985. "Helping Hispanic Students to Complete School and Enter College." ***Urban Review,*** **vol. 17.1, 65-72 (see** ***Hispanic*****).**

Ascher, Carol. 1985. "Increasing Science Achievement for Disadvantaged Students." ERIC ED 253 623 (4 pp.).

A number of factors affect the achievement in science and math courses of disadvantaged students. Some of these factors are discussed and among them the role of the school counselor is emphasized.

Awang, Amir and others. 1984. "Counseling and Career Planning: Symposium VA." ERIC ED 273 374 (33 pp.).

Focuses on career planning and counseling and provides discussion of needs and guidance-counseling background of Malaysian youth.

Ayres, Mary Ellen. 1980. "Counseling Hispanic Americans." ***La Luz,*** **vol. 3.5, 15-19.**

Discusses the need to provide culturally-sensitive career and educational counseling to Hispanic youth and others to increase their employment skills and outlook. Includes sources of programs which deal with this issue.

Bach, Irving E., (Ed.). 1982. "Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students." ERIC ED 229 560 (73 pp.).

Presents a handbook designed to help counselors meet the career development and counseling needs of LEP students. Includes a bibliography of resources for use in the career education of LEP students.

Barnard, Clay, et al, 1990. "Involving Minority Students in Career Services." ***Journal of Career Planning and Employment*****, vol. 50.3, 43-47.**

Describes Minority Career Awareness Program origins, goals, coordinator role and model student corporation designed by Case Western Reserve University. Takes into account that minorities don't normally ask for help.

Bellamy, Cheryl G. 1988. "Answering the Cry of Disadvantaged Students." ***Journal of Counseling and Development*****, vol. 67, 95.**

Reviews a minority woman's story of becoming a career counselor and her approach to counseling.

"The Bilingual Program in Auxiliary Services for High Schools 1983-1984: O.E.A. Evaluation Report." 1985. ERIC ED 266 225 (87 pp.).

Describes an auxiliary bilingual program developed in 1969 to reach LEP students who needed an alternative to the regular high school program. Offered ESL, native language and basic education courses to aid students to pass the GED exam. Also offered job counseling and placement services along with opportunities for acquiring vocational skills.

Brooks, Lois P. 1976. "Eliminating Stereotypes of Ethnic Minorities through Career Guidance." ERIC ED 140 299 (81 pp.).

Designed for use by guidance personnel in grades K-12 and at the postsecondary level.

Callejas, Juan J. 1985. "The Career Guidance and Counseling of In-School Hispanics: Some Practical and Theoretical Considerations." ERIC ED 265 269 (10 pp.).

Explains how interviews and surveys were used to assess the career guidance already in existence for Hispanic students. Discusses cultural, sexual and economical bias problems in vocational counseling. Makes recommendations to improve it by using bilingual vocational pamphlets and former students as role models.

"Career Counseling Materials and Techniques for Use with Vietnamese." 1981. ERIC ED 206 758 (392 pp.) (see *Asian*).

"Career Education for the Limited English Proficient, Trends and Issues Alerts." ERIC ED 307 380 (3 pp.).

Addresses the projected shortage of young workers in the work force that will force employers to hire limited English proficient (LEP) individuals, the accompanying demand for higher skill levels in those jobs, the role of career education in integrating LEP individuals into the work force, the need for career counseling for LEP youth and adults, the areas of learning that must be incorporated into career education and ancillary student needs such as transportation and child care. A list follows of sources of information on career education for LEP persons.

Castro, Raymond, Jose Chavez and Alice Gosak. 1981. "Resource Guide for Career Counseling Spanish-Speaking & Chicano Students." ERIC ED 205 695 (255 pp.).

Provides a resource guide with annotated bibliography for vocational counselors working with Hispanic students. Contains nine sections which discuss such areas as cultural background, testing and placement, self-actualization skills, academic counseling, career guidance and vocational skills and experience. Includes references.

Cherdack, Arthur N. and others. 1974. "An Innovative Step in Career Counseling." ***American Vocational Journal*****, 49.9, 25-27.**

Considers an experimental program in which workers and professionals are put on film. Students compare themselves with the models portrayed, a technique which the authors believe has great potential in the career counseling of minority students.

Cooney, Margaret. 1986. "Education and Job Training Needs of Hispanic Students." ERIC ED 280 903 (13 pp.).

Explores perceptions of counselors regarding educational and vocational needs of Hispanic students who have problems in high school. Cites most frequent causes for problems students face.

Cordova, Rose Mary and L. Allen Phelps. 1982. "Identification and Assessment of Limited English Proficiency (LEP) Students in Vocational Education Programs: A Handbook of Procedures, Techniques and Resources." (see Needs Assessment and Testing)

"Developing Basic Skills Proficiencies for Limited English Proficient (LEP) and English as a Second Language (ESL) Students in vocational Education: Final Evaluation Report." 1984. ERIC ED 259 106 (93 pp.).

Discusses the use of microcomputer software to aid LEP, vocational students to acquire marketable skills. Includes a literature survey on special needs of LEP students and an evaluation of 25 useful software programs.

"DeWitt Clinton High School Project BISECT 1983-1984: O.E.A. Evaluation Report." 1986. ERIC ED 266 232 (46 pp.).

Discusses this bilingual, career-training program which provided support services to 283 Hispanic students. Notes the importance of staff competence and commitment and parental involvement.

Dimartino, Vincent James and Robert Schulman. 1984. "Project A.B.C. in Bronx Academic Bilingual Career Program, 1982-1983: OEE Evaluation Report." ERIC ED 250 431 (70 pp.).

Describes a multi-site program which offered resources, supportive services and vocational guidance to LEP students in three Bronx, NY, high schools.

"Evander Childs High School Computer Literacy and Word Processing Skills for Bilingual Students 1984-1985." 1986. ERIC ED 269 548 (51 pp.).

Describes a high school bilingual program for computer literacy and word processing in the Bronx. Includes a discussion of supportive services such as academic and career counseling, tutoring, job referrals and family involvement.

"Evander Childs High School Cooperative Work-Study Program for Bilingual Students 1983-1984: O.E.A. Evaluation Report." 1986. ERIC ED 268 208 (56 pp.).

Discusses the use of career exploration programs and supportive services for bilingual students in this work-study project. Goals included increasing students' awareness of career opportunities while encouraging awareness of their native culture.

"Grover Cleveland High School Project CAUSA 1983-1984: O.E.A. Evaluation Report." ERIC ED 266 226 (70 pp.).

Describes this vocational project which provided ESL instruction, content-area and native language classes, career training and aid in acculturation to LEP students from Italy and Spanish-speaking countries. Includes recommendations for cultural awareness and parental involvement.

"Guidance and Counseling: Ensuring the Rights of Students." 1985. ERIC ED 270 685 (7 pp.).

Discusses the problem minority students have of letting barriers block their belief that they have an inherent right to make career decisions and to manage their own lives. Counselors are encouraged to help the students deal with these barriers. the barriers are listed and activities useful for addressing them are provided.

Harris, William M.. 1987. "Improving Vocational Guidance and Counseling Through Career Awareness, Orientation and Exploration." (Program evaluation) ERIC ED 288 102.

Describes a three-week program for minority students (African, Asian) in which students learned about various careers and had contact with minority role models in their field of interest.

"Helping Rural Youth Choose Careers." 1963. ERIC ED 012 672 (10 pp.).

Discusses the decreasing numbers of farm operators, managers and employees and identifies opportunities for young people with farm backgrounds, including minority groups.

Herring, Roger D. 1990. "Senior High Career Counseling and Guidance Strategies: Are They Very Effective?" ERIC ED 334 498 (26 pp.).

Discusses a study in which anglo and ethnic high school seniors completed a survey on occupational myths, created to assess career awareness. Study found that many students do not possess enough information to make good decisions on career choices. Study also focuses on differences in the guidance of minority compared to Anglo students.

Homes, Dennis H. 1982. "Program Design for Summer Youth Training." ERIC ED 216 184 (15 pp.).

Describes a career exploration program focused specifically on high school dropouts, potential dropouts and juvenile ex-offenders in seven urban sites across the country.

Hoyt, Kenneth B. 1989. "The Career Status of Women and Minority Persons: A 20-year retrospective." *Career Development Quarterly*, vol. 37.3, 202-212.

Discusses a 20-year old commitment made by the National Career Development Association to extend equity in career development planning and services to women and minorities. Discusses the extent to which this commitment has been implemented, the effect on labor force participation of sex stereotyping and racism and priorities for bringing equity of opportunity in career development to all.

Illinois Community College Board, Springfield. 1989. "Special Programs for Minority Students at Illinois Community College." ERIC ED 302 312 (12 pp.) (see *Parental Involvement*).

Johnson, Willis L. 1980. Directory of Special Programs for Minority Group members: career Information services, Employment Skills Banks, Financial Aid Sources (3rd ed.) Garrett Park, Maryland: Garrett Park Press.

Presents a comprehensive listing of special programs for minority group members.

Keller, Gary D. 1990. "Crating Candidates for Success: The Story of Project PRIME." *College Board Review*, vol. 156, 28-29.

Describes the Project to Improve minority Education in Arizona, which provides 10,000 students grade 7-12 with a variety of resources to help improve their career and educational futures, including counseling.

Kruse, Larry F. 1988. Refugee Services: Lives in Transition." *Community Services Catalyst*, vol. 18.3, 27-28.

Describes Seward County Community College's Refugee Services Program, designated to meet the language instruction and job training needs of a large new community of Southeast Asian refugees; to provide community service agencies with translators and interpreters; and to increase cross-cultural understanding among the white population.

Kutsick, Koressa and Linda Jackson. 1988. "Enhancing Self-efficacy in Minority Youth: A Group Technique." *Psychology in the Schools*, vol. 25.2, 183-186.

Presents a two-phase group process that can be utilized to develop self-efficacy in minority youth. The process involves helping minority students to develop realistic educational and precareer goals through group supported analysis of individual strengths, weaknesses and resources.

Lee, Courtland C. 1989. "Needed: A Career Development Advocate." *Career Development Quarterly*, vol. 37.3, 218-220.

Comments on another article which deals with the career development status of women and minorities.

Lee, Valerie and Ruth B. Ekstrom. 1987. "Student Access to Guidance Counseling in High School." *American Educational Research Journal,* vol. 24.2, 287-310.

Researchers found that minority students are less likely to have access to adequate guidance counseling.

Lehman, Shelia and Robert Schulman. 1984. "The Bilingual Program in Auxiliary Services for High Schools, 1982-1983: OEE Evaluation Report." ERIC ED 250 434 (110 pp.).

Describes a daytime and evening bilingual instruction program in New York City which targeted students age 16-21, its purpose being to aid them in passing their high school equivalency exam. Also offered student support in the form of career and college counseling.

Leong, Frederick T.L. 1985. "Career Development of Asian Americans." Journal of College Student Personnel, vol. 26.6, 539-546.

Reviews the empirical and theoretical literature on the career development of Asian Americans.

Lopez-Valadez, Jeanne (Ed.). 1985. "Immigrant Workers and the American Workplace: the Role of Voc Ed: Information Series No. 302." ERIC ED 260 304 (56 pp.).

Highlights issues and strategies used to prepare LEP adults for employment. Examines the cultural values relating to work ethics of different ethnic groups. Stresses the need to aid in cultural adjustment of immigrants.

Lucas, Tamara and others. 1990. "Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools." *Harvard Educational Review,* vol. 60.3, 315-340.

Identifies eight features that promote success of language-minority students, which include counseling and parent involvement, among others.

Marland, S.P., Jr. 1973. "Career Education and the Minorities." ERIC ED 078 115 (14 pp.).

Discusses the need for career education, especially for high school graduates who are unskilled and unschooled.

Matthews, Drue E. and Evelyn Ross. 1975. "Observations from the Placement Front: Insensitivity and Racism Are Not Dead." *Journal of Non-White Concerns in Personnel and Guidance,* vol. 3.3, 100-103.

Examines some of the experiences of minority students at campus interviews with company representatives.

McDavis, Roderick T. and Woodrow M. Parker. 1985. "Help Ethnic Minorities with Career Guidance. Model CG C-15 of Category C -- Implementing. Competency-Based Career Guidance Modules." ERIC ED 258 000 (73 pp.) (Available from: Bell and Howell Publications Systems Division, Old Mansfield Road, Wooster, OH 44691-9050).

Deals with helping ethnic minorities with career guidance and includes readings and learning experiences.

McGrath, Mimi and Rhonda Pekelo-Bielen. 1983. "You Can Do It -- Vocational Education." ERIC ED 237 684 (68 pp.).

Provides a list of practical tools for vocational educators for planning and implementing student recruitment strategies. Among the topics addressed are understanding ethnic minority views and recruiting limited-English proficient students.

Monaghan, Peter. 1989. "Summer Medical Program Tries to Help Students from Minority Groups Start Careers as Doctors." ***Chronicle of Higher Education*****, vol. 35.49, A25-32.**

Describes a program designed to identify students from minority groups who are interested in medical careers and have good academic skills.

Moone, James C. 1976. "The Plight of Career Counseling for Blacks and Other Minorities." ERIC ED 133 664 (42 pp.).

Asserts that career progression of minorities in America is blocked and discusses factors presenting problems in counseling minorities, one of the major issues being racism in its subtle forms.

Oakes, Jeannie. 1981. "Limiting Opportunity: Student Race and Curricular Differences in Secondary Vocational Education. A Study of Schooling in the United States. Technical Report Series, No. 28." ERIC ED 214 896 (65 pp.).

Examines the relationship between secondary school students' socioeconomic status and ethnicity and their participation in vocational education programs. It is hypothesized that vocational education plays a role in reinforcing the low economic and social position of non-whites in American society.

O'Bryant, David C. 1980. "Summer Guidance Programs for Minority High School Students." ***Engineering Education*****, vol. 70.4, 334-337.**

Program entitled *Minority Introduction to Engineering* is discussed.

"Opportunities for Exploring Math/Science Careers, Education, Business, Industry." 1983. ERIC ED 238 688 (198 pp.).

Designed to assist school districts in career guidance planning fro high school students in general and minority students and females in particular.

Ortiz, Roxanne D. 1985. "Developing Indian Academic Professionals." ***Wicazo Sa Review*****, vol. 1, 5-10. EIC ED 277 516 (7 pp.).**

Details the widespread negative attitude toward academic professionals among Native American leaders today and gives reasons why Native American scholars are needed. Also makes recommendations to tribal policy makers.

Posey, Virginia and Kathryn Hollenbeck. 1990. "Serving Language Minority and Multi-Cultural Special Populations in Rural Areas: A Special Challenge." ***Journal for Vocational Special Needs Education*****, vol. 12.2, 23-27.**

Stresses the importance of career guidance and counseling to language minority students.

"Proceedings of a Workshop for Program Directors in Engineering Education of Minorities." 1976. ERIC ED 149 882 (98 pp.).

Describes a workshop aimed at increasing the participation of Blacks, Mexican Americans, Puerto Ricans and American Indians in the engineering profession.

"Project BABS: Bilingual Academic and Business Skills 1983-1984: O.E.A. Evaluation Report." 1986. ERIC ED 269 522 (31 pp.).

Describes the career exploration and counseling, summer internships and computerized reading program components included in this centrally-located project aims at LEP high school students.

Project BITEC 1983-1984: New Utrecht High School: O.E.A. Evaluation Report." 1986. ERIC ED 269 524 (40 pp.).

Describes this vocational project working with Chinese, Vietnamese, Hispanic and Italian high school students in Brooklyn, NY. Included technological/computer, secretarial, industrial art and support-service components to help LEP students gain vocational skills while acquiring their high school diplomas. Explains the importance of parental involvement.

Raughton, Jim L. 1989. "The Partners Program." ERIC ED 307 945 (20 pp.).

The Colorado Community College and Occupational Educational System developed the Partners Program to encourage minority students to remain in school. The program offers mentoring and counseling to high school students and supports minority students who want to begin postsecondary education at a Denver community college. Among other services are curriculum and career counseling.

Remley, Theodore P. and others. 1987. "In-Service Program for counselors, Teachers and Other School Personnel Who Are Responsible for Career Counseling and Career Education Services for Students with Limited English Proficiency." (Instructor's Manual.) ERIC ED 287 041.

Contains workshop activities, classroom guidance unit and evaluation instrument; covers workshop formats, cross-cultural counseling, communications, assessment, workshop for parents and ten sessions of a career guidance unit.

Rios, Edwin T. and William E. Hansen. 1978. "Career and Vocational Development of Bilingual Students." ERIC ED 164 977 (59 pp.).

Addresses the effect of career education concepts on the bilingual population. Findings of the study were compiled and listed so as to establish directions for national and state planning efforts.

Rodriguez, Maria and Don Blocher. 1988. "A Comparison of Two Approaches to Enhancing Career Maturity in Puerto Rican College Women." ***Journal of Counseling Psychology*, vol. 35.3, 275-280.**

Compared two career interventions designed to enhance the career maturity of a group of academically and economically disadvantaged Puerto Rican women in a special admissions program in a large college.

Rodriguez, Roy C. and Robert L. Gallegos. 1981. "Hispanics, Engineering and the Sciences: A Counseling Guide." ERIC ED 197 905 (41 pp.).

Examines the need to encourage Hispanics to enter the fields of science, engineering and technology. Includes a discussion of counseling techniques for this purpose. Provides references.

Rolle, George F., Sr. and others. 1977. "Facilitating Career Development of Minority Students." ERIC ED 189 280 (24 pp.).

Reports on a study of the relative effectiveness of several delivery systems for occupational information to minority students.

Sabbath, Leslie M. 1975. "Career Counseling, Planning and Placement: Implications for Minorities." ***Journal of Non-White Concerns in Personnel and Guidance,*** **vol. 3.3, 93.**

Calls for counselors to assert themselves and take an active role in producing relevant career counseling, planning and placement programs for minority students.

Schmitt, Henry E. and Perry E. Roberts. 1972. "Effective Counseling Programs for Minority Students Enrolled in Vocational Education." ***Agricultural Education Magazine,*** **vol. 45.3, 56-58.**

Discusses effective counseling programs for minority students enrolled in vocational education.

"Seward Park High School Project CABES 1983-1984." 1986. ERIC ED 269 543 (62 pp.).

Describes the components of this project designed for Hispanic students desiring to pursue a career advancement program rather than the regular academic program in high school. Deals with such vocational areas as health care, import/export, travel industry, bilingual banking and translating and interpreting. Parental participation included visits to the program, involvement in cultural events and inclusion on advisory committees.

Shertzer, Bruce. 1971. Fundamentals of Guidance. 2nd ed. Boston: Houghton Mifflin Company.

Gives an updated review of the definition of guidance: its development, implications and criticisms. Additional models of guidance are added and an analysis of the career patterns of counselors is given.

Shom, Charles and Sue Spooner. 1990. "Minority Access to higher Education: The Pre-Collegiate Program." ***NASPA Journal,*** **vol. 27.3, 222-228.**

Argues that programs for minority students in junior high and high school can increase minority access to and success in higher education.

"South Shore High School Project Jobs, 1983-1984: O.E.A. Evaluation Section Report." 1985. ERIC ED 262 145 (55 pp.).

Describes this project which included ESL instruction, native language instruction and bilingual instruction in the content areas, along with support services and activities for parental participation. Goals were to help LEP students' complete high school requirements and to enable them to acquire job skills.

Subich, Linda Mezydlo. 1989. "A Challenge to Grow: Reaction to Hoyt's Article." ***Career Development Quarterly,*** **vol. 37.3, 213-217.**

Discusses Hoyt's article on the career development status of women and minorities and concludes that helping individuals overcome internal barriers to the quality of life they desire will have more influence than social initiatives.

Turnbull, William W. 1985. "Succeeding by the Numbers." ERIC ED 260 882 (17 pp.) (see *Hispanic*).

Williams, James H. 1979. "Career Counseling for the Minority Student: Should It Be Different?" ***Journal of Non-White Concerns in Personnel and Guidance,*** **vol. 7.4, 176-182.**

Argues that additional research is needed to meet the needs of students whose language, modes of conceptualization and culture vary from the dominant culture. Appropriate career counseling can assist students in understanding the maze of options available.

Wozniak-Stephens, Melaine. 1982. "Vocational Programming for the LEP. Part 2: The Project Mainstream Experience." ERIC ED 259 103 (87 pp.).

Provides resources for anyone planning to administer a vocational program for LEP students while explaining the establishment and management of the Project Mainstream Experience. Gives a detailed description of the support services provided to students including advising and vocational tutoring.

Young, Johnny. 1981. "Career Guidance Strategies for Minority High school and College Students." ERIC ED 209 574 (28 pp.).

Reviews research suggesting that career development and growth toward self-actualization among minority students may be delayed by environmental conditions. Presents a planned career guidance program for minority college students.

Yukon Department of Education, White Horse. 1986. "Yukon Training Strategy. Training for the Future." ERIC ED 299 092 (22 pp.) (see *American Indian*).

Zapata, Jesse T. 1988. "Early Identification and Recruitment of Hispanic Teacher Candidates." Journal of Teacher Education, vol. 39.1, 19-23.

Highlights the need for minority recruitment in teacher education programs because of demographics. Project's goals are to first identify and then recruit potential Hispanic teachers while they are still in high school.

Parental Involvement

Amundson, Kristen. 1982. "Parents Partners in Education = Los Padres Participantes en la Educación." ERIC ED 222 998 (21 pp.).

Asserts (in both Spanish and English) that children can learn more when the school and parents work as a team. Suggests more than 40 ways parents can encourage their children's education efforts.

Ascher, Carol. 1989. "Southeast Asian Adolescents: Identity and Adjustment." ERIC ED 306 329 (4 pp.) (see *Asian*).

Baratz-Snowden, et al. 1988. "Parent Preference Study-Final Report." ERIC ED 320 444 (147 pp.).

Shows results of a national study of school-aged Asians and Hispanics and their parents' preference for language in the instructional process. Outlines parental attitudes, finds that in general, parents support special language programs for their children.

Bermudez, Andrea B. and Yolanda N. Padron. 1987. "Integrating Parental Education into Teacher Training Programs: A Workable Model for Minority Parents." *Journal of Educational Equity and Leadership,* vol. 7.3, 235-244.

Asserts that teacher education programs do not prepare teachers to deal with parents--in spite of the important role of parents in their children's educational success. Discusses one successful program which trained teachers to develop curricula relevant to important community minority issues.

Berney, Tomi D. and Rosalyn Alvarez. 1989. "Technological Enrichment and Achievement for Cambodians and Hispanics: Project TEACH, 1987-1988. Evaluation Section Report." ERIC ED 311 735 (31 pp.) (see *Hispanic* and *Asian*).

Boyd, Carl R. 1977. "'You Don't Have To Be a Star...' The Natural Role of Parents as Teachers. Draft. Documentation and Technical Assistance in Urban Schools." ERIC ED 228 372 (38 pp.).

Examines the role that parents can play in improving the quality of their children's education.

Brandt, Ronald S. 1986. "On Improving Achievement of Minority Children: A Conversation with James Comer." *Educational Leadership,* vol. 43.5, 13-17.

Examines a school improvement plan that was successful in improving schools for low income, predominantly minority children in the New Haven school system. The plan changed the social systems under which the schools operated.

Campbell, Mary E. 1985. "Parenting Children from a Different Culture." ERIC ED 264 958 (18 pp.).

Surveys research in the area of transracial adoptions and recommends ways for helping adoptive families adjust to the cross culturally adopted child.

Collins, Lauren F. and Margarita Obregon Pagan. 1980. "La Participación de Padres en la Educación de los Hijos: Un Manual (Parent Involvement in Education: A Planning Manual)." ERIC ED 206 353 (95 pp.).

Presents in Spanish and English the results of workshops conducted to provide parents with information and skills that would enable them to take a more active role in education at several levels.

Crespo, Orestes I. and Patricia Louque. 1984. "Parent Involvement in the Education of Minority Language Children. A Resource Handbook." ERIC ED 261 540 (83 pp.).

Provides an overview of parent and community involvement to assist local and state education agencies, higher education institutions and other nonprofit organizations in enhancing the partnership between school and home for the benefit of minority language group students.

Delgado, Melvin and S. Montalvo. 1979. "Preventive Mental Health Services for Preschool Children." ***Children Today,*** **vol. 6.8, 34.**

Describes a program designed to provide counseling services to Puerto Rican preschool students and their parents.

"DeWitt Clinton High School Project BISECT 1983-1984: O.E.A. Evaluation Report." 1986 (see ***Career Guidance*****).**

Fruchter, Norm, Kenneth L. Silvestri and Herb Green. 1985. "Public Policy and Public Schools--A training program for parents." ***Urban Education,*** **vol. 20.2, 199-203.**

Reviews a program that was developed to train parents in understanding the school system and to inform citizens that they are able to contribute to the schools.

Fuentes, Luis. 1986. "The Parent-School Partnership and Bilingual Education." ***Interracial Books for Children Bulletin,*** **vol. 17.3-4, 20-21.**

Argues that parents are vital to the creation and implementation of bilingual education programs and outlines several factors, including variables impeding or promoting parent involvement in bilingual education.

Garcia, Delia C. 1990. "Creating Parental Involvement: A Manual for School Children and Parents Interacting Program." ERIC ED 323 723 (146 pp.).

Describes a Florida (Monroe and Dade Counties) program to involve parents in the educational system. Specific activities included are designed to improve student achievement and English Proficiency.

Goldenberg, Claude N. 1984. "Low-Income Hispanic Parents' Contributions to the Reading Achievement of Their First-Grade Children." ERIC ED 264 081 (53 pp.).

Explores parents' role in first-grade reading success of nine at-risk, low-income, Hispanic students. The study concluded that the key to effective parent involvement in reading success was steady, consistent help with reading curriculum at home.

Heath, Jay A. 1984. "When Parents Sign Contracts, Schools and Students Come Out on Top. And! Here's What Parents Must Promise to Deliver." ***American School Board Journal,*** **vol. 171, 36-37.**

Describes a program at an alternative elementary school in South Dakota requiring parents to sign a contract mandating one half-day per week of volunteer service to the school for each child enrolled.

"Hispanic Children and their Families: A Key to Our Nation's Future." 1989. ERIC ED 322 264 (191 pp.).

Presents testimony from a hearing on Hispanic families; details Bexar County Women's Center (San Antonio, TX) which provides among other services, counseling for Hispanic families; designed to stop school dropout rate.

Illinois Community College Board, Springfield. 1989. "Special Programs for Minority Students at Illinois Community Colleges." ERIC ED 302 312 (12 pp.).

Describes the features of programs offered to minorities. Among the many features are peer counseling and mentoring. Besides the description, the report also discusses special efforts focused on career development and parent training.

Johnson, Bill, et. al. 1985. "A Whole Family Approach to Teaching English as a Second Language: Final Report." ERIC ED 260 779 (87 pp.).

Describes a project designed to meet the English language and cultural adaptation needs of refugee families in Des Moines. Gives background information on Eastern culture and explains how cultural differences affect students' perceptions of education and teachers' techniques. Deals with such issues as post-traumatic stress disorder, fear and concepts of discipline.

Kellogg, Jeff B. 1982. "Survey of Existing Indian Parenting Programs. ERIC ED 300 177 (54 pp.) (see ***American Indian*****).**

Lazos, Hector. 1982. "Los Padres Como Maestros de los Niños. Los Padres Como Recursos Para los Maestros. (Parents As Their Children's Teachers. Parents As Resources for Teachers.)" ERIC ED 228 868 (77 pp.).

Presents training for bilingual education teachers, focusing on parent participation in school activities. Addresses three groups: paraprofessionals and non-graduate students, bilingual teachers and graduate students.

Liebermann, Alicia F. 1989. "What is Culturally Sensitive Intervention?" ***Early Childhood Development and Care,*** **vol. 50, 197-204.**

Discuss the importance of cultural sensitivity in work with parents who may be dysfunctional or inappropriate in their child rearing practices.

Lucas, Tamara, et. al. 1990. "Promoting the Success of Latino Language-Minority Students: An Exploratory Study of Six High Schools." ***Harvard Educational Review*, vol. 60.3, 315-340.**

Identifies eight features that promote success of language-minority students, which include counseling and parent involvement, among others.

Lynch, Eleanor W. and Robert C. Stein. 1987. "Parent Participation by Ethnicity: A Comparison of Hispanic, Black and Anglo Families." ***Exceptional Children*, vol. 54.2, 105-111.**

Indicates that results of interviews with Hispanic parents in San Diego reveal they were very satisfied with the special education program but often unaware of services being provided. Comparisons are made with black and Anglo families.

Martinez, Linda K. 1973. "Adult Education: A Key to Aiding the Mexican-American." ***Education*, vol. 94.2, 120-121.**

Considers the merits of adult education programs in terms of the attitude development and values parents would gain and in turn share with their children.

McLaughlin, Mibrey W. and Patrick M. Shields. 1987. "Involving Low-Income Parents in the Schools: A Role for Policy?" ***Phi Delta Kappan*, vol. 69.2, 156-160.**

Discusses how efforts to involve low income parents in their children's education over the past 20 years suggest that improvement occurs as a result of some element of pressure and support that takes into account the parents' schedule and needs.

Minugh, Carol. 1982. "Continuing a College Education: A Guide for the Family of the American Indian Student." ERIC ED 213 550 (22 pp.) (Available from: ERIC/CRESS, Box 3AP, NMSU, Las Cruces, NM 88003).

Helps parents understand what their Native American son or daughter is experiencing at college and to provide specific suggestions for parents and family to help the student be successful.

Moles, Oliver and Carter Collins. 1981. "Home-School Programs of Urban School Districts." ERIC ED 210 358 (22 pp.).

Reports the results of a study of home school programs (grades 4-12) of large urban school districts in which student learning through parent involvement was encouraged.

Morrow, Robert D. 1989. "Southeast-Asian Parental Involvement: Can It Be a Reality?" ***Elementary School Guidance and Counseling*, vol. 23.4, 289-297 (see *Asian*).**

Ochoa, Alberto M. and Vahac Mardirosian. 1990. "Parents as Equal Collaborators of their Children's Education: Toward Transformational Empowerment." ERIC ED 323 614 (40 pp.) (see *Hispanic*).

Pinchot, N., A.C. Riccio, and H.J. Peters. 1975. "Elementary School Students' and Their Parents' Preferences for Counselors." ***Counselor Education and Supervision*, vol. 15, 28-33.**

Stresses importance of race, sex and ethnic origin in the expression of counselor preference for elementary school students and their parents. This study is the fourth in a series at Ohio State University.

"Project BITEC 1983-1984: New Utrecht High School: O.E.A. Evaluation Report." 1986 (see *Career Guidance*).

Schreiber, Daniel. 1962. "What Can Be Done to Reduce Academic Retardation in Minority Group Children." ERIC ED 014 516 (11 pp.).

Describes the background and growth of a New York City program designed to identify and stimulate able disadvantage children. An essential facet of the project was parent involvement.

Scopetta, Mercedes A. 1978. "Ecological Structural Family Therapy with Cuban Immigrant Families." ERIC ED 193 368 (28 pp.).

Describes the success achieved by using two types of family counseling techniques with Cuban immigrants which were consistent with Cuban cultural values.

Soto, Lourdes Diaz. 1988. "The Results of a Parental Needs Assessment Conducted with Puerto Rican Mothers of Young Limited English Proficient Children." *Journal of Educational Issues of Language Minority Students*, vol. 3, 57-63.

Includes results of twenty interviews with Puerto Rican mothers who have young LEP students. Discusses the needs of parents regarding home-school-community participation.

"South Shore High School Project Jobs, 1983-1984: O.E.A. Evaluation Section Report." 1985 (see *Career Guidance*).

Szapocznik, Jose, et. al. 1984. "Bicultural Effectiveness Training: A Treatment Intervention for Enhancing Intercultural Adjustment in Cuban American Families." *Hispanic Journal of Behavioral Sciences*, vol. 6.4, 317-344.

Describes a project directed towards the intergenerational conflicts of families that are caused by acculturation stress. Contains a brief review of acculturation research and includes references.

Szapocznik, Jose, et. al. 1989. "Family Effectiveness Training: An Intervention to Prevent Drug Abuse and Problem Behaviors in Hispanic Adolescents." *Hispanic Journal of Behavioral Sciences*, vol. 11.1, 4-27 (see *Hispanics*).

Sczapocznik, Jose, et al. 1989. "Structural Family vs. Psychodynamic Child Therapy for Problematic Hispanic Boys." *Journal of Consulting and Clinical Psychology*, vol. 57.5, 571-78 (see *Hispanic*).

"Theodore Roosevelt High School Project CHASP 1983-1984." 1986. ERIC ED 269 546 (62 pp.).

Describes a project targeted at Cambodian and Hispanic students and their parents that includes guidance counseling and home visits.

Tomlinson, Sally. 1989. "Asian Pupils and Special Issues." *British Journal of Special Education*, vol. 16.3, 119-122 (see *Needs Assessment and Testing*).

Weiner, Richard S. 1983. "Utilizing the Hispanic Family as a Strategy in Adjustment Counseling." ***Journal of Non-White Concerns in Personnel & Guidance,*** **vol. 11.4, 133-137.**

Explains the importance of involving the whole Puerto Rican Family and extended kin in the counseling process for it to be effective.

Welsh, David J., et al. "Title I Parents as Compensatory Reading Instructors: Is There No Place Like Home? Publication No. 80.58." ERIC ED 204 073 (17 pp.)

Considers the results of an Austin (Texas) program in which children of black, Hispanic and other families eligible for Title I services participated in a summer at-home reading project. Though the program had no discernible impact on reading achievement, potential changes in parental attitudes were important.

Aleman, Ramon. 1974. "Chicano Counselor Training: Curriculum and Beyond Curriculum." ERIC ED 094 273 (16 pp.) (see *Hispanic*).

Atkinson, D.R., M. Maruyama and S. Matusui. 1978. "The Effects of Counselor Race and Counseling Approach on Asian Americans Perceptions of Counselor Credibility and Utility." *Journal of Counseling Psychology*, vol. 25, 76-83.

Discusses two studies involving a simulated counseling session with an Asian American student. The counselor's performance was varied, one presented a "directive" counseling approach and the other a "non-directive" approach. Also the ethnic identity of the counselor was said to be Asian American in half of the simulations and Caucasian American in the rest. The first study involved 52 Asian Americans and the second study included 48 Japanese Americans. Both studies found the directive approach to be more credible and approachable. The Asian Americans viewed Asian American counselors as more credible and approachable than Caucasian American counselors, where as the Japanese American saw the two as equally credible and approachable.

Atkinson, Donald R. 1983. "Ethnic Minority Representation in Counselor Education." ***Counselor Education and Supervision*****, vol. 23.1, 7-19.**

Surveyed all counselor education programs in the U.S. to determine minority enrollment and employment. Information concerning degree level, enrollment status, region of the country, faculty representation and percentage of time employed is presented in tables.

Ballesteros, David. 1970. "Counseling Needs of Spanish Speaking Americans." ERIC ED 132 443 (11 pp.) (see *Hispanic*).

Banks, J.A. 1974. "Imperatives in Ethnic Minority Education." In W. VanTil (Ed.), *Curriculum: Quest for Relevance*, 2nd ed. Boston: Houghton-Mifflin.

Provides criticisms of the curriculum, curricular alternatives, the curriculum today, and the curriculum for the future. This book will be especially helpful in orientation programs for new teachers and in-service programs for experienced teachers.

Barrón, Pepe. 1972. "Counseling the Chicanito." *Journal of Non-White Concerns*, vol. 1.1, 24-30 (see *Hispanic*).

Beale, Andrew V. 1986. "A Cross-Cultural Dyadic Encounter." ***Journal of Multicultural Counseling and Development*****, vol. 14.2.**

Outlines one way to help trainee counselors to better understand minority background, lifestyles and values.

Benesch, Kevin F. and Joseph G. Ponterotto. 1989. "East and West: Transpersonal Psychology and Cross-Cultural Counseling." ***Counseling and Values*****, vol. 33.2, 121-131 (see** ***Asian*****).**

Benvenuti, Anne C. 1986. "Assessing and Addressing the Special Challenge of Gay and Lesbian Students for High School Counseling Programs." ERIC ED 279 958 (14 pp.).

Discusses the role conflict counselors may experience when counseling to the minorities vs. counseling to the majorities. The counselor should deal with issues of sexual identity in teens to meet their needs.

Berdie, Ralph F., Wilber L. Layton, Edward O. Swanson and Theda Hagenah. 1963. *Testing in Guidance and Counseling.* New York: McGraw-Hill Book Company, Inc.

Discusses the many aspects of counseling among them, testing and its importance to counseling.

Boynton, Gerald. 1987. "Cross-Cultural Family Therapy: The Escape Model." *American Journal of Family Therapy,* vol. 15.2, 122-130.

Focuses on the problems that family therapists, typically middle-class and from the majority culture, may have in adopting culturally sensitive perceptions and appropriate techniques. Presents classical family therapy techniques as they might be modified for Mexican-American families.

Burton, Charline L. 1980. "Counseling Native American High School and College Students." ERIC ED 190 330 (13 pp.) (see *American Indian*).

Calvin, Richmond E. 1988. "Sources for Cross-Cultural Counseling." ERIC ED 311 335 (37 pp.).

Presents a review of literature and discusses how counselors must be aware of their own cultural values and prejudices before they can help clients from minority backgrounds.

Carkhuff, Robert R. and Richard Pierce. 1967. "Differential Effects of Therapist Race and Social Class upon Patient Depth of Self-Exploration in the Initial Clinical Interview." *Journal of Consulting Psychology,* vol. 31, 632-634.

Reports the results of a study which found that race and social class of both patient and therapist were significant sources of effect and the interaction between patient and therapist variable was significant.

Carney, Clarke G. and Karen B. Kahn. 1984. "Building Competencies for Effective Cross-Cultural Counseling: A Developmental View." *The Counseling Psychologist,* vol. 12.1, 111-119.

Proposes an appropriate learning environment for trainees who will counsel someone from a different ethnic background.

Casas, J. Manuel and others. 1986. "An Ethical Indictment of Counseling Research and Training: The Cross-Cultural Perspective. *Journal of Counseling and Development,* vol. 64.5, 347-349.

Explores ethical issues relative to research and training vis-a-vis racial and ethnic minority groups.

Casaus, Luis. 1975. "Training Chicano Counselors To Be Change Agents in Resolving Community and School Conflicts." ERIC ED 104 592 (20 pp.) (see *Hispanic*).

Cayleff, Susan E. 1986. "Ethical Issues in counseling Gender, Race and Culturally Distinct Groups." *Journal of Counseling and Development,* vol. 64.5, 345-347.

Addresses the complex ethical and cultural issues that arise when counseling women, blacks, ethnic minorities, poor people, lesbians and gays.

Christensen, Carole P. 1984. "Effects of Cross-Cultural Training on Helper Response." *Counselor Education and Supervision,* vol. 23.4, 311-320.

Concludes that cross-cultural training for counselor-trainees has no effect on trainee empathic response, attending behavior and anxiety, compared with trainees without cross-cultural training.

Chud, Gyda. 1983. "Working with ESL Preschoolers: Meeting the Needs of the Whole Child." ERIC ED 236 573 (9 pp.).

Provides an overview of a teacher-training program that emphasizes cultural awareness as a major component to aid teachers in the development of attitudes and skills.

Collins, Dwane R. and Myrtle T. Collins. 1974. "The counseling of Minority group Students." Counseling of Minority Group Students." *Counseling and Values,* vol. 18.3, 199-204.

Maintains that the counseling of minority students is complicated and demands a high level of professional competence. Includes suggestions for improving the counseling relationship.

Cook, Donelda A. and Janet E. Helms. 1988. "Visible Racial/Ethnic Groups Supervisees' Satisfaction with Cross-Cultural Supervision as Predicted by Relationship Characteristics." *Journal of Counseling Psychology,* vol. 35.3, 268-274 (see *Hispanic*).

Copeland, Elaine J. 1982. "Minority Populations and Traditional Counseling Programs: Some Alternatives." *Counselor Education and Supervision,* vol. 21.3, 187-193 (Also ERIC ED 261 119).

Discusses the need for counselor-training programs to address the problems of counseling ethnic minorities and includes four program models to satisfy this need.

Dana, Richard H. 1981. *Human Services for Cultural Minorities.* Baltimore, MD: University Park Press.

Addresses the cultural values that affect the use of human services by Native Americans, Afro-Americans, Hispanic Americans and Asian Americans.

Darov, Wes G. 1987. "Counseling and the Northern Native." *Canadian Journal of Counseling,* vol. 21, 33-41.

Attempts to delineate recurrent problems between counselors and Canadian-native clients. Notes that attitude and value differences exist between natives and non-natives.

Das, Ajit K. and John M. Littrell. 1989. "Multicultural Education for Counseling: A Reply to Lloyd." *Counselor Education and Supervision,* vol. 29.1, 7-15.

Examines three important issues raised by Arthur Lloyd's March 1987 "Counselor Education and Supervision" article, "Multicultural Counseling: Does it Belong in a Counselor Education Program?" Offers suggestions for resolving issues.

Ford, Robert C. 1983. "Counseling Strategies for Ethnic Minority Students." ERIC ED 247 504 (43 pp.).

Attempts to broaden counselors' awareness of the needs and concerns of ethnic minority students. Counseling approaches recommended for minority students are discussed along with steps important in practicing each one.

Gardner, William E. (Ed.). 1981. "Licensure: Minority Counseling." *Journal of Non-White Concerns in Personnel and Guidance*, vol. 9.3, 98-128.

Considers various issues relating to licensure and minority-oriented counseling.

Garza, Josephine F. and Alva E. McNeal. 1988. "Equity in Counseling and Advising Students: Keeping Options Open." (Training Module) ERIC ED 322 233 (53 pp.).

Guides trainers through activities and lessons to teach educators cross-cultural counseling techniques to use with multicultural students

Gbekobou, Kofi N. 1984. "Counseling African Children in the United States." *Elementary School Guidance and Counseling*, vol. 18.3, 225-230.

Provides background information on African values and practices that can help counselors; suggests counselors should be more aware of their own cultural conditioning and form a realistic image of African children in the counseling situation.

Goldman, L. 1972. "Critical Concerns in Counselor Education." ERIC ED 066 690 (9 pp.).

Presents a personal statement dealing with counselor education programs, asking whether we have failed to come to grips with some of the critical issues in the field.

Golttlieb, Miriam M. 1977. "Counseling Spanish-Speaking Persons: A Training Program." *Journal of Non-White concerns in Personnel and Guidance*, vol. 5.4, 186-190.

Examines the importance of adding a special training course to modify counselor-trainees' attitudes towards Hispanic clients.

Green, Sylvia and Edward Hernandez, Jr. 1974. "A Study of the Relationship between the Ethnic Background of the counselor and the Student Enrollment in Ethnic Studies Classes." ERIC ED 093 435 (26 pp.).

Evaluates the relationship between ethnicity of counselors and enrollment in ethnic studies classes at Pasadena City College. Attempted to determine whether minority group counselors enrolled more students in these classes than counselors who did not belong to minority groups.

Gutierrez, Fernando J. 1982. "Working with Minority Counselor Education Students." *Counselor Education and Supervision*, vol. 21.3, 218-226.

Addresses the issues of including client sensitivity, cultural sensitivity and various interpersonal-relationship components into a counselor-training program. Includes suggestions for training minority counselors.

Hallis, Joseph W. and Richard A. Wantz. 1983. *Counselor Preparation 1983-85*. Muncie IN: Accelerated Development.

Describes programs, personnel and trends counselor preparation.

Heath, Ann E., Greg J. Neimeyer and Paul Pedersen. 1988. "The Future of Cross Cultural Counseling: A Delphi Poll." *Journal of Counseling and Development*, vol. 67.1, 27-30 (see *Hispanic*).

Herr, Edwin L. and Nancy M. Pinson, (Eds.). 1982. *Foundations for Policy in Guidance and Counseling.* ERIC ED 250 589 (232 pp.) (Available from: American Association for Counseling and Development, Publication Sales, 5999 Stevenson Ave., Alexandria, VA 22304, $9.25).

Provides information on the state of the counseling and guidance profession. Includes an article entitled "Special Populations: The Demands of Diversity" by Lee Perry.

Herring, Roger D. 1989. "Counseling Native-American Children: Implications for Elementary School Counselors." *Elementary School Guidance and Counseling,* vol. 23.4, 272-281 (see *American Indian*).

Hood, Albert B. and Cathann Arceneaux. 1987. "Multicultural Counseling: Will What You Don't Know Help You?" *Counselor Education and Supervision,* vol. 26.3, 173-175.

Differs with Lloyd's (1987) point of view that multicultural information is detrimental to counseling relationships, while acknowledging the need of focus on the individual. Maintains that empathy for the individual is not enough in a multicultural society.

Hurlburt, Graham and others. 1985. "Study Habits and Attitudes of Indian Students: Implications for Counselor Involvement." (see *American Indian*)

Hurtado, Juan. 1979. "Counseling and Culture." ERIC ED 230 871 (23 pp.).

Discusses the counseling of Lao students defined as those from distinct language and cultural backgrounds, whose home language is not English and who are not performing at a level equal to district standards. Counseling-situation factors are listed, counselor roles are discussed and specific counseling approaches are suggested.

Ivey, Allen E. 1987. "Cultural Intentionality: The Core of Effective Helping." *Counselor Education and Supervision,* vol. 26.3, 168-172.

Responds to Lloyd (1987) by cautioning counselors regarding the centrality of multicultural awareness in counseling curricula. Maintains that the primacy of culture cannot be denied as the first dimension in our thinking as professional helpers.

Lee, Dong Y., Robert Sutton, Honore France and Max Uhlemann. 1983. "Effects of Counselor Race on Perceived Counseling Effectiveness." *Journal of Counseling Psychology,* vol. 30.3, 447-456.

Describes research done to examine the impact of racial bias in high school students on their attitudes towards majority and minority counselors. Includes conclusions and references.

Lee, D. John. 1984. "Counseling and Cultures: Some Issues." *Personnel and Guidance Journal,* vol. 62.10, 592-597.

Emphasizes three issues important to the relationship between counseling and culture: sociology of knowledge, comparative vs. study of a specific culture and modernity.

Lefley, Harriet P. 1989. "Empirical Support for Credibility and Giving in Cross-Cultural Psychotherapy." American Psychologist, vol. 44.8, 1163 (see *Counselor Characteristics/ Training*).

Comments on S. Sue and N. Zane's work, which suggests that clients' perception of two interrelated processes (credibility and giving) are essential for therapeutic efficacy in cross-cultural counseling and psychotherapy. Data collected by the present author support Sue and Zane's contention that unless the therapist conveys to the client a problem solving capability and an ability to give something viewed as directly beneficial, cultural knowledge and techniques are inadequate.

Li-Repac, D. 1980. "Cultural Influences on Clinical Perception: A Comparison Between Caucasian and Chinese American Therapists." *Journal of Cross-Cultural Psychology*, vol. 11, 327-342.

Compares and deduces that white and Chinese American therapists have similar conceptions of normalcy. The two differed in their predictions of self-descriptive responses of white clients and a significant difference was shown with their rating the degree of disturbance of the same client.

Littrell, Mary A. and John M. Littrell. 1983. "Counselor Dress Cues: Evaluation by American Indians and Caucasians." *Journal of Cross-Cultural Psychology*, vol. 14, 109-121.

Reports the results of a study in which Native American and Caucasian high school students were compared as they assessed counselors' empathy, warmth, genuineness and concreteness as conveyed through six pairs of male and female counselor dress.

Lloyd, Arthur P. 1987a. "Multicultural Counseling: Does It Belong in a Counselor Education Program?" *Counselor Education and Supervison*, vol. 26.3, 164-167.

Questions whether information about a specific subculture is helpful in counseling a client who is labeled as being from that subculture or if the differences within groups might possibly be as great as the difference between. Suggests that the use of cultural information detracts from counseling effectiveness.

Lloyd, Arthur P. 1987b. "Multicultural Counseling: Lloyd's Reply." *Counselor Education and Supervision*, vol. 26.3, 181-183.

States that Lloyd's previous article (1987a) stressed his perception of an increasing tendency to place generalized cultural information in an excessively dominant role in counseling. Responds to Ivey (1987), Hood (1987), Arcenaux (1987) and Parker (1987).

London, Harlan and Wynetta Devore. 1988. "Layers of Understanding: Counseling Ethnic Minority Families." *Family Relations*, vol. 37.3, 310-314.

Discusses issues relevant to families of Native American, Asian or Black background and implications to counseling.

Lopez-Emslie, Julia Rosa. 1989. "Bilingual/Multicultural Education and Counseling Program." ERIC ED 316 099 (36 pp.).

Presents a report as part of a group, gathered by the AASU/ERIC Model Programs Inventory Project. Outlines Eastern New Mexico University program for training bilingual teachers. Emphasizes counseling and guidance skills in the graduate component.

Maes, Wayne R. and John R. Rinaldi. 1974. "Counseling the Chicano Child." ***Elementary School Guidance and Counseling,*** **vol. 8.4, 279-284 (see** ***Hispanic*****).**

Martinez, Lupe M. 1980. "Chicanos Counseling Chicanos, Is It Necessary?" ERIC ED 191 610 (21 pp.) (see ***Hispanic*****).**

Mau, Wei-Cheng and David A. Jepsen. 1988. "Attitudes Toward Counselors and Counseling Processes: A Comparison of Chinese and American graduate Students." ***Journal of Counseling and Development,*** **vol. 67.3, 189-192 (see** ***Asian*****).**

McDavis, Roderick J. and Max Parker. 1977. "A Course on Counseling Ethnic Minorities: A Model." ***Counselor Education and Supervision,*** **vol. 17.2, 146-149.**

Describes a model course for preparing counselors to work with minority students.

Medina, Celia and Maria R. Reyes. 1976. "Dilemmas of Chicana Counselors." ***Social Work,*** **vol. 21.6, 515-517.**

Examines the counseling problems caused by Hispanic female clients' attitudes towards Chicana counselors. Recommends steps to improve this counseling relationship.

Merta, Rod J., Edward M. Stringham and Joseph G. Ponterotto. 1988. "Simulating Culture Shock in Counselor Trainees: An Experiential Exercise for Cross-Cultural Training." ***Journal of Counseling and Development,*** **vol. 66.5, 242-245.**

Describes a learning exercise designed to increase counselor trainee's sensitivity to cultural differences and their awareness of culture shock. Suggestions are offered for infusing similar experientially based exercises into counseling courses.

Miranda, Manuel R. and H. Harry, L. Kitano, (Eds.). 1986. "Mental Health Research and Practice in Minority Communities: Development of Culturally Sensitive Training Programs." ERIC ED 278 754 (240 pp.).

Presents ten studies concerned with developing culturally sensitive programs for mental health treatment of American minority groups. Chapters 1-5 discuss variables to be considered when creating such programs. Chapters 6-10 represent the work of mental health clinicians and administrators who draw from their experience treating minorities.

Mokuau, Noreen. 1987. "Social Workers' Perceptions of Counseling Effectiveness for Asian American Clients." ***Social Work,*** **vol. 32.4, 331-335.**

Evaluates white and Asian American social workers' perceptions of counseling effectiveness when there is a variation in ethnicity, counseling style and the presenting problem.

Neimeyer, Greg J. and Mary Fukuyama. 1984. "Exploring the Content and Structure of Cross-Cultural Attitudes." ***Counselor Education and Supervision*****, vol. 23.3, 214-224.**

Describes an instrument for assessing cultural attitudes by content and structure and includes description of administration and analysis. Presents case study of one counseling student before and after exposure to cross-cultural counseling training course.

Oakland, Thomas. 1973. "Assessing Minority Group Children: Challenges for School Psychologists." ***Journal of School Psychology*****, vol. 11.4, 924-303.**

Addresses the role of the school psychologist in assessing minority group children.

Palomo, F. 1984. "Why Is There a Need for Bilingual Psychologists?" ***Communique*****, vol. 13.2, 1-2.**

Provides a brief justification for making bilingual psychologists available to LEP students.

Parkay, Forrest W. 1983. "An Experience-Based Multicultural Program for Reducing Dogmatism among Counselor Trainees." ***Journal of College Student Personnel*****, vol. 24.2, 160-161.**

Emphasizes the need to include special courses and techniques in counselor-training programs to reduce the effects of dogmatism in their students.

Parker, W.M. and McDavis, R.J. 1979. "An Awareness Experience Toward Counseling Minorities." ***Counselor Education Supervision*****, vol. 18, 312-317.**

Describes the Awareness Group Experience (AGE) as a structured one day workshop geared to help participants become aware of their attitudes toward ethnic minorities and to alter any negative attitudes. Explains planning of the AGE workshop, provides its goals, describes the individual sessions and includes former participants reactions.

Parker, Woodrow M., Rosie P. Bingham and Mary Fukuyama. 1985. "Improving Cross-Cultural Effectiveness of Counselor Trainees." ***Counselor Education and Supervision*****, vol. 24.4, 349-352.**

Describes a counselor-training program which included practice in cross-cultural counseling.

Parker, Woodrow M. 1987. "Flexibility: A Primer for Multicultural Counseling." ***Counselor Education and Supervision*****, vol. 26.3, 176-180.**

Considers Lloyds' (1987) position regarding multicultural counseling as not taking into account the need for education to overcome faulty stereotypes, nor the role of the counselor's self-knowledge in multicultural counseling.

Parker, Woodrow M., Michelle Marie Valley and Charlotte A. Geary. 1986. "Acquiring Cultural Knowledge for Counselors in Training: A Multifaceted Approach." ***Counselor Education and Supervision*****, vol. 26.1, 61-71.**

Describes the content of a university-level course entitled "Counseling Ethnic Minorities."

Pedersen, P.B. 1977. "The Triad Model of Cross-Cultural Training." *Personnel and Guidance Journal*, vol. 56, 94-100.

Describes the triad model and its effect on cultural barriers in the counseling process. The problem of the counseling is discussed along with the training of counselors. Concludes with an evaluation of a triad model.

Pedersen, P.B. 1978. "Four Dimensions of Cross-Cultural Skills in counselor Training." *Personnel and Guidance Journal*, vol. 56, 476-479.

Defines a cross-cultural interview as any interview in which the counselor and client come from widely different cultures. Attempts to teach counselors in designated skills beyond the proven skills from theoretical orientations in order to aid in communication with culturally different clients.

Pedersen, Paul. 1983. "Intercultural Training of Mental-Health Providers." *In Handbook of Intercultural Training: Vol. III.* D. Landis and W. Brislin, (Eds.), New York: Pergamon Press.

Includes such topics as the need for training, definitions of culture, the cultural bias in training and cross-cultural skill areas.

Pedersen, Paul. 1987. "Ten Frequent Assumptions of Cultural Bias." *Journal of Multicultural Counseling and Development*, vol. 15.1, 16-24.

Identifies ten common examples of cultural bias that are found in the literature on multicultural counseling and development to aid counselors in examining culturally biased assumptions.

Planos, Ruth and David S. Glenwich. 1986. "The Effects of Prompts on Minority Children's Screening Attendance at a Community Mental Health Center." *Child and Family Behavior Therapy*, vol. 8.2, 5-13.

Discusses a study in which phone and letter prompts produced significantly greater attendance than a no-intervention condition, the phone group slightly higher than the letter.

Ponterotto, Joseph G. 1988. "Racial Consciousness Development Among White Counselor Trainees: A Stage Model." *Journal of Multicultural Counseling and Development*, vol. 16.4, 146-156.

Discusses stage model describing racial identity and consciousness development process among majority (i.e. Evro-Anglo White) counselor trainees ensconced in a multicultural learning environment. Proposes four-stage developmental model wherein trainees come to acknowledge and accept their own racial identity and that of minorities.

Ponterotto, Joseph G. and Keven F. Benesch. 1988. "An Organizational Framework for Understanding the Role of Culture in Counseling." *Journal of Counseling and Development*, vol. 66.5, 237-241.

Proposes a direction for cross-cultural training and research different from the traditional ones which emphasize differences between groups and the need to develop culture-specific techniques.

Ponterotto, Joseph G. and J. Manuel Casas. 1987. "In Search of Multicultural Competence within Counselor Education Programs." *Journal of Counseling and Development*, vol. 65, 430-434.

Examines the current status of multicultural training in counselor education. Leading programs are identified and described and specific guidelines for improving training are provided.

Remley, Theodore P. and others. 1987. "In-Service Program for Counselors, Teachers and Other School Personnel Who Are Responsible for Career Counseling and Career Education Services for Students with Limited English Proficiency." (*Instructor's Manual*) ERIC ED 287 041 (see *Career Guidance*).

Schwabach, Deborah. 1985. "Here's Why Your Board Must Throw a Lifeline to Foundering Kids." *American School Board Journal*, vol. 172.8, 25,33.

Describes one family's unsuccessful experience with a minority student in a foster home situation. Schools are not equipped to handle the special problems of certain students who make up a large percentage of the dropout population.

Slavin, Robert E. 1981. "Synthesis of Research on Cooperative Learning." *Educational Leadership*, vol. 38, 655-660.

Cooperative learning methods are reviewed followed by discussion of the research completed. The article is summed up by the use of cooperative learning in the classroom.

Smith, M.L. 1974. "Influence of Client Sex and Ethnic Group on Counselor Judgements." *Journal of Counseling Psychology*, vol. 21, 516-521.

Studied secondary school counselors predictions of academic success and appropriate careers for four fictitious cases. Results of analysis of variance and covariance showed that sex and ethnic group variation did not produce variations in counselor evaluation.

Stranges, R. and A. Riccio. 1970. "Counselee Preference for Counselors: Some Implications for Counselor Education." *Counselor Education and Supervision*, vol. 10, 39-46.

Reveals that counselor trainees prefer counselors of their own race, except for northern whites who select black female counselors first and northern white males second. Counselor educators urge awareness of the number and needs of counseling programs for minority disadvantaged groups.

Stude, E.W. and Don L. Goodyear. 1975. *Ethics and the Counselor: A Stituational Case Study Approach.* Fullerton, CA: California Personnel and Guidance Association.

Presents ethical concepts for counselors and the role that these concepts play in practical situations. It is hoped that the discussion of ethics encourages additional study and is helpful to all counselors.

Sue, Stanley and Nolan Zane. 1987. "The Role of Culture and Cultural Techniques in Psychotherapy: A Critique and Reformation." *American Psychologist*, vol. 42.1, 37-45.

Examines the role of cultural knowledge and culture-specific techniques in the psychotherapeutic treatment of ethnic minority group clients

Tan, Siang-yang. 1989. "Psychopathology and Culture: The Asian America Context." ***Journal of Psychology and Christianity*****, vol. 8.2, 61-75 (see *Asian*).**

Usher, Claire Hamilton. 1989. "Recognizing Cultural Bias in counseling Theory and Practice: The Case of Rogers." ***Journal of Multicultural Counseling and Development*****, vol. 17.2, 62-71.**

Contends that while person-centered counseling has several characteristics that make it adaptable to working with other people of different cultures, it is problematic for cross-cultural counseling because of its emphasis on the self and subjective experiences and its reliance on client ability and willingness to verbalize feelings and experiences in relationship to counselor.

Vacc, Nicholas A. and Joseph P. Wittmer, (Eds.). 1980. ***Let Me Be Me: Special Populations and the Helping Professional.*** **Muncie, IN: Accelerated Development, Inc.**

Discusses the need for counselors and other helping professionals to understand the unique needs of ten special population groups. Includes American Indians, Asian Americans and Hispanics.

Vontress, Clemmont E. 1968. "Cultural Differences: Implications for Counseling." (see *Cross Cultural Counseling*)

Vontress, Clemmont E. 1988. "An Existential Approach to Cross-Cultural Counseling." ***Journal of Multicultural Counseling and Development*****, vol. 16.2, 73-83.**

Defines existentialism, culture and cross-cultural counseling and explains how various existential concepts can serve as guidelines for cross-cultural counseling. Advocates finding an approach to help counselors and counselor trainees understand how their own cultural identities affect their ability to help culturally different clients.

Vontress, Clemmont E. and Morris L. Jackson. 1988. "Guidelines for a Cross-Cultural Counseling Course." ERIC ED 320 048 (31 pp.).

Presents guidelines for planning and teaching a cross-cultural counseling course, with ten objectives and three ways to assess impact of culture on the counseling process. Identifies social science and counseling constructs for use as course content, with methods and procedures to achieve objectives.

Walz, Garry R. and Libby Benjamin, (Eds.). 1983. "Shaping Counselor Education Programs in the Next Five Years: An Experimental Prototype for the Counselor of Tomorrow. Proceedings of the Flagship Conference of the Association for Counselor Education and Supervision" (Orlando, FL, April 19-May 2, 1983) ERIC ED 237 867 (211 pp.).

Consists of sixteen papers that discuss the future of the counseling profession and how it can be improved and promoted. Includes such subjects as the impact that a culturally pluralistic society and prejudice have on counseling practices.

Wampold, B.E., J.M. Casas and D.R. Atkinson. 1981. "Ethnic Bias in Counseling: An Information Processing Approach." ***Journal of Counseling Psychology,*** **vol. 28, 498-503.**

Assesses the importance of counselor trainee stereotyping of ethnic groups. Anglo-American and minority counseling psychology students judged relationships between ethnicity and stereotypic characteristics. Results suggest that Anglo-Americans were more influenced by stereotypes when dealing with information about minority groups.

Watson, Albert L. 1988. "Importance of Cross-Cultural Counseling in Rehabilitation Counseling Curricula." ***Journal of Applied Rehabilitation Counseling,*** **vol. 19.4, 55-61.**

Surveyed 239 National Council on Rehabilitation Education professional members. The subjects rated 27 of 32 curriculum offerings as important in the preparation of professional rehabilitation counselors.

Westbrook, Franklin D. and William E. Sedlacek. 1988. "A Workshop on Using Noncognitive Variables with Minority Students in Higher Education." ***Journal for Specialists in Group Work,*** **vol. 13.2, 82-89.**

Describes a workshop to assist faculty and staff members (i.e. counselors, advisors, personnel workers) in their work with minority students. The workshop consists of background introduction, case material and counseling practice.

Westwood, Marvin J. 1983. "Cross-Cultural Counseling: Some Special Problems and Recommendations for the Canadian Counselor." ***Canadian Counselor,*** **vol. 17.2, 62-66.**

Points out the need for developing particular skills for working with clients who are racially or culturally dissimilar from the counselor, especially in the Canadian society.

Acculturation/Background

Hispanic

Acosta, Frank Y. and Martha H. Cristo. 1981. "Development of a Bilingual Interpreter Program: An Alternative Model for Spanish-Speaking Services." ***Professional Psychology,*** **vol. 12.4, 474-482.**

Describes a program whereby English-speaking counselors work with Spanish-speaking clients. Claims that using bilingual interpreters in the counseling process is a feasible alternative to providing bilingual counselors.

Acuña, Rodolfo. 1981. ***Occupied America: A History of Chicanos, 2nd Edition.*** **New York: Harper and Row Publishers.**

Relates the history of Chicanos the patterns of repression and injustices, the role of women, the roots of Chicano labor and the impact of the Chicano population explosion during the 1960's and the 1970's.

Aleman, Ramon. 1974. "Chicano Counselor Training: Curriculum and Beyond Curriculum." ERIC ED 094 273 (16 pp.).

Addresses the change-agent concept reflected in the curriculum and the counselor training that evolved around it.

Amundson, Kristen. 1982. "Parents Partners in Education - Los Padres Participantes en la Educación." (see ***Parental Involvement*****)**

Aragon, John A. and Sabine Ulibarri. 1971. "Learn, Amigo, Learn." ***Personnel and Guidance Journal,*** **vol. 50.2, 87-89.**

Discusses problems confronted when working with culturally different clients.

Aranda, Mario J. 1987. "Voices and Issues: A Celebration of Hispanic Diversity." ***Family Resource Coalition Report,*** **6(2), (22 pp.).**

Discusses different articles relating to the Hispanic community: families, education, rights, etc. and lists Hispanic programs, resources and organization.

Arbona, Consuelo. 1990. "Career Counseling Research and Hispanics: A Review of the Literature." ***Counseling Psychologist,*** **vol. 18.2, 300-323 (see** ***Career Guidance*****).**

Ascher, Carol. 1985. "Helping Hispanic Students to Complete School and Enter College." ***Urban Review,*** **vol. 17.1, 65-72.**

Describes the diversity of Hispanic Americans and their high school preparation for college. Recommends important steps in counseling college-bound Hispanics.

Ayala-Vazquez, Nancy. 1979. "The Guidance and Counseling of Hispanic Females." ***Journal of Non-White Concerns in Personnel & Guidance,*** **vol. 7.3, 114-121.**

Explains the need for special counseling skills when dealing with Hispanic females due to their alliances with more than one social group. Highlights special counselor characteristics needed and values held by Hispanic females.

Ayres, Mary Ellen. 1979. "Counseling Hispanic Americans." ***Occupational Outlook Quarterly,*** **vol. 23.2, 2-8**

Describes the many educational and employment aid programs to assist counselors working with our fastest growing minority population.

Ballesteros, David. 1970. "Counseling Needs of Spanish Speaking Americans." ERIC ED 132 443 (11 pp.).

The "Anglo Point-of-view-Problem" is proposed as the real problem in our society for it hampers racial, cultural and language values. Spanish speaking Americans require more sensitivity from teachers and counselors in regard to learning and behavior patterns. Recommendations for enhancing the quality of education for Spanish-speaking Americans is provided.

Baratz-Snowden and others. 1988. "Parent Preference Study--Final Report." ERIC ED 320 444 (147 pp.) (see *Parental Involvement*).

Baron, Agustine. 1981. Explorations in Chicano Psychology. New York: Praeger.

Contains a three part anthology that covers community and social psychology, counseling and educational psychology and mental health issues and research pertaining to a Hispanic clientele.

Barrón, Pepe. 1972. "Counseling the Chicanito." *Journal of Non-White Concerns in Personnel and Guidance*, vol. 1(1), 24-30.

Presents a case for finding and supporting a new educational approach that will assist Chicano youth.

Bernal, Martha E. and others. 1990. "The Development of Ethnic Identity in Mexican-American Children." *Hispanic Journal of Behavioral Sciences*, vol. 12.1, 3-24.

Examines theoretical framework of ethnic identity development in Mexican-American preschool and elementary school children. Assesses an instrument for measuring ethnic identity and for evaluating data.

Berney, Tomi D. and Rosalyn Alvarez. 1989. "Technological Enrichment and Achievement for Cambodians and Hispanics: Project TEACH, 1987-1988. Evaluation Section Report." ERIC ED 311 735 (31 pp.).

Discusses project TEACH, its objectives and achievements. The project provides personal counseling, staff development and parent involvement activities.

Boynton, Gerald. 1987. "Cross-Cultural Family Therapy: The Escape Model." (see *Counselor Characteristics/Training*)

Buriel, Raymond. 1981. "Acculturation and Biculturalism among Three Generations of Mexican American and Anglo American School Children." ERIC ED 207 741 (17 pp.).

Reports the findings of a study involving four populations in which acculturation and biculturalism were measured by teacher ratings of classroom behavior. Implications for the development of a bicultural identity are discussed.

Callejas, Juan J. 1985. "The Career Guidance and Counseling of In-School Hispanics: Some Practical and Theoretical Considerations." ERIC ED 265 269 (10 pp.) (see *Career Guidance*).

Cammino, Ian, Madelyn S. Gould, Sherry Prupis and David Shaffer. 1986. "A Comparison of Symptoms and Diagnoses in Hispanic and Black Children in an Outpatient Mental Health Clinic." *Journal of the*

American Academy of Child Psychiatry, vol. 25.2, 254-259.

Describes a study that concluded that Hispanic children have more emotional disturbances and problems with their peers than black children have.

Casas, J. Manuel and others. 1987. "Stereotyping the Stereotyper: A Mexican American Perspective." *Journal of Cross-Cultural Psychology,* vol. 18.1, 45-57.

Assesses perceptions of 28 Spanish-speaking and 17 English-speaking Mexican American couples of the stereotypes that they believe Anglo-Americans ascribe to them.

Casaus, Luis. 1975. "Training Chicano Counselors to be Change Agents in Resolving Community and School Conflicts." ERIC ED 104 592 (20 pp.).

Discusses the strategy used to train Chicano teachers as bilingual counselors is discussed.

Castañeda, Alfredo, Richard L. James and Webster Robbins. 1974. The Educational Needs of Minority Groups. Lincoln, Nebraska: *Professional Educators Publications, Inc.*

Consists of three essays on the educational problems and needs of Mexican-American, Black Americans and Native American Indians.

Castro, Raymond, et al. 1981. *Resource Guide for Career Counseling Spanish-Speaking & Chicano Students* (see *Career Guidance*)

Cherbosque, Jorge. 1987. "Differences between Mexican and American Clients in Expectations about Psychological Counseling." *Journal of Multicultural Counseling and Development,* vol. 15.3, 110-114.

Reports the results of a study involving Mexican and American undergraduates in which subjects were asked to imagine an initial counseling session.

Christensen, E.W. 1975. "Counseling Puerto Ricans: Some Cultural Considerations." *The Personnel and Guidance Journal,* vol. 53.5, 349-356.

Explains what counselors need to know about some of the cultural elements of Puerto Rican children and offers suggestions on how to counsel them.

Clesca, Monique and others. 1984. "Project KANPE, 1982-1983: OEE Evaluation Report." ERIC ED 260 159 (61 pp.)

Describes a multi-site project serving 275 Haitian high school students in New York City. Provided for basic language and academic skills support, curriculum development and parental involvement.

Clesca, Monique and Robert Schulman. 1984. "Project L'Overture, 1982-1983: OEE Evaluation Report." ERIC ED 250 428 (58 pp.).

Describes this multi-site high school project which served 350 Haitian students in New York City. Discusses its goals of encouraging language skills, a positive career outlook and a positive self-image derived from pride in cultural heritage. Includes some parental involvement.

Colbert, Lois. 1980. "Haitian Aliens--A People in Limbo." *Crisis,* vol. 87.7, 235-238.

Describes the current status of meeting the needs of Haitian aliens in the United States, particularly in Florida.

Coker, Dolores Muga. 1981. "Motivating the Mexican-American Students Towards Higher Education." ERIC ED 207 739 (44 pp.).

Discusses bilingualism, biculturalism and the historical relationship between Mexican Americans and education. Also considers the role of the teacher as the key to motivation and higher aspirations of Mexican American students.

Contreras, Maximiliano. 1987. "The Binational Student." Equity and Excellence, vol. 23.1-2, 77-80.

Focuses on migrant workers' children who spend time shifting between American and Mexican school systems.

Cook, Donelda A. and Janet E. Helms. 1988. "Visible racial/ethnic groups supervisees' satisfaction with cross-cultural supervision as predicted by relationship characteristics." ***Journal of Counseling Psychology*, 35(3), 268-274.**

Identified five nonorthogonal dimensions (supervisor's liking, emotional discomfort, conditional interest, conditional liking, unconditional liking). The results indicated that the combination of supervisor's liking and conditional interest consistently contributed to greater satisfaction. Cross-cultural counseling literature is used to discuss the findings.

Cooney, Margaret. 1986. "Education and the Job Training Needs of Hispanic Students." ERIC ED 280 903 (13 pp.) (see *Career Guidance*).

Cross, W.C. and A. Maldonado. 1971. "The Counselor, the Mexican-American and the Stereotype." ***Elementary School Guidance and Counseling*, vol. 6.1, 27-31.**

Describes some of society's stereotypes of Hispanics and recommends how counselors should deal with them.

"Cuban Value Orientations. Cultural Monograph Number 1: Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors." 1983. ERIC ED 269 484 (133 pp.).

Provides insight into Cuban Cultural values and implications for counseling LEP students. Contains 13 chapters, emphasizes evolving nature of cultures.

Davis, Donna G. 1989. "Empowering the Hispanic Female in the Public School Setting." ERIC ED 307 364 (43 pp.).

Investigates low academic achievement and high dropout rates among Hispanic female students in San Diego city Schools. Addresses the following theme: failure to meet the needs of limited English proficient students, a lack of parent involvement, a lack in counseling services and general support for bilingual education.

DeBlassie, Richard R. 1976. Counseling with Mexican American Youth: Preconceptions and Process. Hingham, MA: Teaching Resources Corp.

Contains cultural background information on Mexican Americans to aid school personnel in understanding their Hispanic students. Also offers specific techniques to use when dealing with these students.

DeBlassie, Richard R. 1980. Testing Mexican American youth. Hingham, MA: Teaching Resources Corporation.

Intended for test and assessment data users including teachers, counselor, school administrators, educational diagnosticians, school psychologists and private practitioners including clinical and counseling psychologists. The injustices that Mexican American youths have experienced as a result of the misuse of test and assessment data are discussed and suggestions for using assessment data with the youth for counseling purposes are presented.

Decker, Phil. 1985. "Cleselia." *Migration Today*, vol. 13.2, 18-29.

Describes the life and responsibilities of a young Haitian girl working as a migrant farmworker.

De Lazarin, A.N. 1973. "The Chicano: Perspectives for Education." *Encuentro Femenil*, vol. 1.1, 34-61.

Offers suggestions for counselors working with Mexican American Students.

Delgado, Melvin. 1983. "Activities and Hispanic Groups: Issues and Suggestions." *Social Work with Groups*, vol. 6.1, 85-96.

Explains the use of counseling activities which are appropriate for working with Hispanic groups since they are based on their cultural values.

Diaz Soto, Lourdes. 1988. "The Home Environment and Puerto Rican Children's Achievement: A Researcher's Diary." ERIC ED 299 341 (27 pp.).

Study that observed the home situation of 15 higher achieving and 11 lower achieving Puerto Rican fifth and sixth grade students. the information obtained reflects the experiences, feelings and descriptions about each of the students' family situations.

Duran, Richard P. 1989. "Assessment and Instruction of At-Risk Hispanic Students." *Exceptional Children*, vol. 56.2, 154-158 (see Needs Assessment and Testing).

Escobedo, Aruturo. 1974. Chicano Counselor. Lubbock, Texas: Trucha Publications, Inc.

Describes the work of a Chicano counselor.

Farber, Anne and Lloyd H. Rogler. 1981. "Unitas: Hispanic and Black Children in a Healing Community." ERIC ED 204 429 (128 pp.) (Available from : Hispanic Research Center, Fordham Univ., Bronx, NY 10458, $3.50).

Describes a mental health facility which deals with Hispanic children in a low-income Bronx neighborhood. Uses individual, family and extended-family methods of counseling.

Farber, H. and G.R. Mayer. 1972. "Behavior Consultation in a Barrio High School." *Personnel and Guidance Journal*, vol. 51.4, 273-279.

Describes how counselors can effectively use behavior modification approaches, including working through teachers, to help inner-city Hispanic youth.

Foster Charles R. 1980. "Creole in Conflict." ***Migration Today*****, vol. 8.5, 8-13.**

Asserts that Haitian parents in the United States must be made to understand that Creole speaking children may more easily make the transition into English directly, rather via French.

Franco, Juan N. 1983. "Acculturation Levels of Mexican American Children: Measurement Issues and Implications for Mental Health." ERIC ED 254 359 (26 pp.).

Explores measurement issues surrounding acculturation, discusses the children's acculturation scale (CAS), relates results of several studies dealing with the acculturation and mental health of Mexican Americans and concludes with a substantiation of the idea that the process of acculturation is stressful and impacts on adjustment.

Fuentes, Efrain Garza and John E. Le Capitaine. 1990. "The Effects of a Primary Prevention Program on Hispanic Children." ***Education*****, 110(3), 298-303.**

Evaluated the effectiveness of a community mental health center sponsored Hispanic After School Program designed to promote ethnocultural identity on the school adjustment and self-concepts of Latino children.

Fuller, Mary L. and Luis Casaus. 1987. "Culture, School and the Family." (see ***American Indian*****)**

Furlong, M.J., D.R. Atkinson, and J.M. Casas. 1979. "Effects of Counselor Ethnicity and Attitudinal Similarity on Chicano Students' Perceptions of Counselor Credibility and Attractiveness." ***Hispanic Journal of. Behavioral Sciences*****, 1, 41-45.**

Studies 79 college students' ratings of an audiotaped counseling performance with four variables. Two conditions are the counselor's ethnicity which are either Anglo-American or Mexican descent and two are attitudes about assimilation into mainstream culture which are cultural assimilation or cultural pluralism.

Garcia, Angela B. and Barry J. Zimmerman. 1974. "The Effect of Examiner Ethnicity and Language on the Performance of Bilingual Mexican American First Graders." ***The Journal of Social Psychology*****, 87, 3-11.**

Studies the variables influencing the motivation of Mexican American children.

Garcia, Delia C. 1990. "Creating Parental Involvement: A Manual for School Children and Parents Interacting Program." ERIC ED 323 273 (146 pp.) (***see Parental Involvement*****).**

Garcia, Eugene E., (Ed.). 1983. "The Mexican American Child: Language, Cognition and Social Development." ERIC ED 252 329 (195 pp.) (Available from: Bilingual/Bicultural Education Center, College of Education, Arizona State University, Tempe AZ 85287, $12.50).

Presents nine articles dealing with three general topics: language, cognition and social development.

Garcia, Frank, Jr. and Melva Ybarra-Garcia. 1985. "Strategies for Counseling Chicanos: Effects of Racial and Cultural Stereotypes." ERIC ED 278 757 (28 pp.).

Acquaints non-Chicano school counselors and educators with the difficulty of counseling Mexican American students due to the racist manifestations of cultural and racial stereotypes. In general, counselors are advised to be open to different and non-traditional approaches.

Garcia, Herman S. 1983. "Bilingualism, Biculturalism and the Educational System." Journal of Non-White *Concerns in Personnel and Guidance*, vol. 11.2, 67-74.

Assesses how discrimination and biculturalism have affected the Chicanos' ability to communicate bilingually in a monolingual society. The sociocultural significance of Chicano bilingualism is discussed in terms of code switching, language dominance and cultural values.

Garza, R.T. and P.J. Gallegos. 1985. "Environmental Influences and Personal Choice: A Humanistic Perspective on Acculturation." *Hispanic Journal of Behavioral Sciences*, 7, 365-379.

Gives a theoretical explanation for an interactional model of acculturation which emphasizes personal choice and its intricate interactions with environmental factors. The model is discussed in detail including its relation to acculturation study.

Glenn, Charles L. 1986. "How We Are Failing 'Linguistic Minority' Students." *Equity and Choice*, vol. 2.3, 79-86.

Posits that Hispanic, Cape Verdean and Haitian students, unlike European immigrant children, do not have equal educational opportunity in Massachusetts public schools.

Greco, Maria Elena and Roderick J. McDavis. 1978. "Cuban-American College Students: Needs, Cultural Attitudes and Vocational Development Program Suggestions." *Journal of College Student Personnel*, vol. 19.3, 254-258.

Discusses the relatively large Cuban American minority group. Explains the needs of college students in this group while showing how cultural attitudes can play a role in career development. Offers advice on providing such students what they need in their vocational development.

Griffith, J. and S. Villavicencio. 1985. "Relationships among Acculturation, Sociodemographics Characteristics and Social Support in Mexican American Adults." *Hispanic Journal of Behavioral Sciences*, 7, 75-92.

Investigates interactions among acculturation, sociodemographics characteristics and social supports and between network characteristics and personal distress with a survey of 259 Mexican American adults. Greater acculturation was found with those who reported more numbers support networks, closer groups, more reciprocation and reliance on immediate family members.

Grossman, Herbert. 1984. Educating Hispanic Students: Cultural Implications for Instruction. Classroom Management. Counseling and Assessment. Springfield, IL: Charles C. Thomas.

Describes a study that determined which cultural factors characterized Hispanics in the U.S. Explains ways in which counselors and other school personnel should modify their techniques when working with Hispanics.

Hallman, Clemens L. and others. 1982. "Hatitan Value Orientations." ERIC ED 269 532 (48 pp.).

Uses a value orientations approach to construct an overview of Haitian culture and its relation to education

Heath, Ann E. Greg J. Neimeyer and Paul B. Pedersen. 1988. "The future of cross-cultural counseling: A Delphi poll." ***Journal of Counseling and Development,*** **67 (1), 27-30.**

Indicates 3 major trends for the future; (1) an increase in training that contains skills development and role play but no increase in programs offering cross-cultural training at the doctoral or post-doctoral level (2) an increase in research on understanding growing ethnic groups (i.e. Hispanics, Asian) but not in the area of client-counselor interaction and (3) an increase in professional networking and acknowledgment of multicultural issues but a continued difficulty in transferring this awareness into better services.

Hernandez, Leodoro and Karen Carlquist-Hernandez. 1976. "Humanistic Counseling of Bilingual Students: A Continuous Process, K-12." ERIC ED 174 915 (30 pp.).

Explores the field independence, traditions and assertiveness of both counselors and Hispanic students to enable counselors to help students become bicognitive, biaffective and assertive. Provides a model with examples of effective team counseling to achieve these goals.

Hernandez, Leodoro and Karen Carlquist-Hernandez. 1979. "Counseling Insights for Bilingual Students: Practical Examples." ***Bilingual Resources,*** **vol. 3.1, 3-12.**

Provides a model to implement preventative counseling in the classroom by increasing teacher's awareness of Hispanic culture. Provides practical techniques for teachers to help traditional, atraditional and duotraditional students function in both the minority and majority culture. Includes references.

Hispanic Children and Their Families: A Key to Our Nation's Future." 1989. ERIC ED 322 264 (191 pp.) (see ***Parent Involvement*****).**

Inniss, James. 1977. "Counseling the Culturally Disrupted Child." ***Elementary School Guidance and Counseling,*** **vol. 2.3, 229-235.**

Describes three case studies of Puerto Rican kindergarten students who had difficulty in becoming accustomed to an American class because of not being able to communicate with their peers. Discusses the linguistic and social problems involved and how a bilingual tutor and special teaching techniques aided these students in acculturation.

Joseph, Carole Berotte. 1986. "Bilingual Education and Creole Languages." Interracial Books for Children Bulletin, vol. 17.3-4, 13-14.

Asserts that to empower Haitian and Cape Verdean children they should be taught in their first language, Creole.

Karno, Marvin and Robert B. Edgerton. 1969. "Perception of Mental Illness in a Mexican-American Community." ***Archives of General Psychiatry,*** **20, 233-238.**

Introduces a series of papers that presents findings from more than five years of work concerning the mental health of Mexican Americans in east Los Angeles. The major goal was to account for the discrepancy between the reported low incidence and the supposed true higher incidence of mental illness in this population.

Keefe, S. 1980. "Acculturation and the Extended Family Among Urban Mexican Americans." In A.M. Padilla, (Ed.). Acculturation: Theory, Models and Some New Findings. Boulder: West View Press.

Studies the affect of acculturation on family functioning. Asks if the extended family's role is changed by acculturation. Finds that the extended family is not altered by acculturation which is contrary to other studies. Further, the Mexican American extended family is shown to grow across many generations and does not tend to conform to the Anglo American family type.

King, L.W., S.B. Cother and K. Patterson. 1975. "Behavior Modification Consultation in a Mexican American School: A Case Study." ***American Journal of Community Psychology,*** **vol. 3.3, 229-235.**

Describes an experiment in which researchers attempted to decrease the number of absences among students in a Mexican American School using behavior modification techniques.

Kline, Frank, Frank X. Acosta, William Austin and Richard Johnson Jr. 1980. "The Misunderstood Spanish-Speaking Patient." ***American Journal of Psychiatry,*** **137 (12), 1530-1533.**

Discusses the study of patient vs. therapist response on a questionnaire and during initial therapy interviews. The results are examined and more bilingual/bicultural therapists are recommended.

Klovekorn, M.R., M. Madera and S. Nardone. 1974. "Counseling the Cuban Child." ***Elementary School Guidance and Counseling,*** **vol. 8.4, 255-260.**

Discusses some counseling methods for easing the family/school transition and the child/teacher relationship. Briefly describes the counseling needs of Cuban children.

Kunce, Joseph T. and Luis F. Vales. 1984. "The Mexican American: Implications for Cross-cultural Rehabilitation." ***Rehabilitation Counseling Bulletin,*** **vol. 28.2, 97-108.**

Emphasizes nonjudgmental delineation of cultural differences to help counselors better understand Mexican American clients. Some customary behaviors in Mexico add to adjustment difficulties in the U.S. and these are outlined.

"Learning about Haitians in New York State." 1985. ERIC ED 277 797 (28 pp.).

Presents background information on Haitian society, language and culture; a list of places of interest and sources of information on Haitians in New York; and a summary of some of the achievements of Haitians.

Leo, P.F. 1972. "The Effects of Two Types of Group Counseling upon the Academic Achievement and Self-Concept of Mexican American Pupils in the Elementary School." Ann Arbor, MI: University Microfilms. #72-75.

Studies the effects of two group counseling techniques on Mexican American elementary school students' academic achievement and self-concept. Includes results of a pilot study comparing the Sematic Differential Technique and the Self-Esteem Inventory in the measurement of self-concept.

Levine, Elaine S. and Amado M. Padilla. 1980. Crossing Cultures in Therapy: Pluralistic Counseling for the Hispanic. Monterey, CA: Brooks-Cole.

Presents the basic concepts of pluralistic counseling and shows how to apply them with Hispanic clients. Discusses the relationship between culture and personality.

Liebermann, Alica F. 1989. "What is Culturally Sensitive Intervention?" *Early Childhood Development and Care*, vol. 50, 197-204.

Discusses the importance of cultural sensitivity in work with parents who may be dysfunctional or inappropriate in their child rearing practices.

Lucas, Tamara and others. 1990. "Promoting the Success of Latino Language Minority Students: An Exploratory Study of Six High Schools." *Harvard Education Review*, vol. 60.3, 315-40 (see *Career Guidance*).

Lujan, S.S. and R. Aleman. 1973. "El Chavalo de los Hijos de MACEP." *Texas Personnel and Guidance Association Journal*, 2.1, 23-30.

Evaluates a rural guidance and counseling program conducted in Hidalgo County, TX

Mais, Wayne R. and John R. Rinaldi. 1974. "Counseling the Chicano Child." *Elementary School Guidance and Counseling*, 8(4), 279-284

Discusses the work and characteristics of Chicano counselor.

Malgady, Robert G. and others. 1987. "Ethnocultural and Linguistic Bias in Mental Health Evaluation of Hispanics." American Psychologist, vol. 42.3, 228-234.

Asserts that mental health clinicians, the majority of whom are white, are insensitive to the linguistic and cultural nuances of their Hispanic clientele.

Manriquez, Nancy Ann. 1984. "Hispanic Women's Potential for Use of Counseling Services." M.S. Thesis, California State University, Long Beach (92 pp.).

Marcos, L.R., Alpert Murray, Leonel Urcuyo, and Martin Kesselman. 1973. "The Effect of Interview Language on the evaluation of Psychopathology in Spanish-American Schizophrenic Patients." *American Journal of Psychiatry,* vol. 130.5, 549-553.

Shows that what applies in counseling to native English speaking patients does not directly apply to people from other cultures.

Marin, G., F. Sabogal, B. Marin, R. Otero-Sabogal and E.J. Perez-Stabel. 1987. "Development of a Short Acculturation Scale for Hispanics." *Hispanic Journal of Behavioral Sciences,* 9, 183-205.

Explains a 12-item acculturation scale for Hispanics. A high correlation is shown with the participants' age, age of arrival to the United States, self-report of ethnic identity and with an acculturation scale. Language preference, media form choice and social ethnic relations were three agents accounting for 67.6% of the total variance.

Martin, P.P., (Ed.). 1979. La Frontera Perspective Providing Mental Health Services to Mexican Americans. Tucson, AZ: La Frontera Centera.

Martinez, J.L., (Ed.). 1984. Chicano Psychology: Second Edition. New York: Academic Press.

Provides psychological insight about the Chicano. Targeted audiences are people involved in cross-cultural psychology, Chicano studies, psychological anthropology and bilingual education. The book begins with a synopsis of the history of Chicano psychology and then divides into five sections: 1)Foundations for Chicano Psychology, 2) Acculturation, 3) Mental Health and Psychotherapy, 4) Social Psychology and 5) Bilingualism.

Martinez, Lupe M. 1980. "Chicanos Counseling Chicanos, Is It Necessary?" ERIC ED 191 610 (21 pp.).

Explores the need for more Chicano counselors to counsel Chicanos. Socialization experiences would give Chicano counselors more understanding

Martinez, J.L. and Richard H. Mendoza, (Eds.). 1984. Chicano Psychology. (2nd Ed.) Orlando, FL: Academic Press.

Anthologizes articles on Chicano psychology in five areas: foundations for a Chicano psychology, acculturation, mental health and psychotherapy, social psychology and bilingualism.

McCool, Audrey C. 1984. "Improving the Admission and Retention of Hispanic Students: A Dilemma for Higher Education." *College Student Journal,* vol. 18.1, 28-36.

Explains the socio-economic reasons for the lack of academic success of Hispanic students. Includes a review of literature pertaining to Hispanic students' status in the educational system.

McKenzie, V. Michael. 1986. "Ethnographic Findings on West Indian-American Clients." *Journal of Counseling and Development,* vol. 65, 40-44.

Discusses data collected on nine black, male, West Indian-American youths. The major findings indicate that these students have strong taboos against seeking counseling.

Mejias, Hugo A. and Pamela L. Anderson. 1988. "Attitude Toward Use of Spanish on the South Texas Border." Hispania, 71(2), 401-407.

Questionnaire was administered to a random sample of Mexican American college students and to Spanish-surnamed professionals in the Rio Grande Valley. Attitudes toward the use of Spanish varied according to age, sex, generation and occupational status.

Miranda, Manuel R. and Felipe G. Castro. 1977. "Culture Distance and Success in Psychotherapy with Spanish-Speaking Clients." In Chicano Psychology. New York: Academic Press, Inc., 249-262.

Examines the effects of cultural boundedness on the retention level of Hispanic female clients in counseling sessions and discovers that acculturation increases the effectiveness of counseling. Suggests that counseling techniques be adapted to the cultural orientations of the clients.

Noble, Vincente and others. 1974. "Counseling the Mexican American Client: An Annotated Bibliography of Journal Literature, 1964-1974." ERIC ED 130 199.

Includes references with an emphasis on the counseling methodologies used and the conclusions obtained.

Ochoa, Alberto M. and others. 1988. "Addressing the Learning Disability Needs of Limited English Proficient Students: Beyond Language and Race Issues." ***Learning Disability Quarterly,*** **11(3), 257-264.**

Examines the issue of limited English proficient Hispanic students in learning disabled classes.

Ochoa, Alberto M. and Vahac Mardirosian. 1990. "Parents as Equal Collaborators of Their Children's Education: Toward Transformational Empowerment." ERIC ED 323 614 (40 pp.).

Describes a parent empowerment program, which focuses on developing parent involvement.

Ortiz, Alba A. 1987. "Communication Disorders Among Limited English Proficient Hispanic Students." BSE Newsletter, vol. 5, Spring, pp. 1, 3, 4-5, 7-8.

Reports on a study designed to describe the referral, assessment and placement of LEP Hispanic students in speech and/or handicapped programs.

Padilla, A.M. and Paul Aranda. 1974. Latino Mental Health: Bibliography and Abstracts. Rockville, MD: Alcohol, Drug Abuse and Mental Health Administration.

Abstracts approximately 500 works relating to Hispanic mental health issues.

Padilla, Amado M. and Rene A. Ruiz. 1973. Latino Mental Health: A Review of the Literature. Washington, DC: USG P.O.

Reviews literature pertaining to counseling Hispanics. Presents a brief survey of Hispanic culture and makes recommendations to counselors working with Hispanics.

Padilla, Amado M., Rene A. Ruiz and Rodolfo Alvarez. 1975. "Community Mental Health Services for the Spanish-Speaking/Surnamed Population." ***American Psychologist,*** **30(8), 892-905.**

This article addresses the fact that the Spanish-Speaking/Surnamed population receives poorer mental health care and offers recommendation for remedying this situation.

Pollack, E.W. and J. Menacker. 1971. Spanish-Speaking Students and Guidance. Boston: Houghton Mifflin Co.

Describes five guidelines counselors should follow when giving guidance to Spanish-speaking students.

Pomales, Jay and Vernon Williams. 1989. "Effects of Level of Acculturation and Counseling Style on Hispanic Students' Perception of Counselor." ***Journal of Counseling Psychology,*** **vol. 36.1, 79-83.**

Reports findings in a study of Hispanic students that show effect of counseling style and acculturation on perceptions of and willingness of students to see a counselor.

Ponterotto, J.G. 1987. "Counseling Mexican Americans: A Multimodal Approach." ***Journal of Counseling and Development,*** **vol. 65.6, 308-312.**

Describes a therapeutic framework with Mexican American clients.

Ramirez, Manuel III. 1983. Psychology of the Americas. New York: Pergamon Press.

Explores mental health and personality issues from a Latino perspective.

Rendon, Laura I. 1989. "The Lie and the Hope: Making Higher Education a Reality for at Risk Students." ***AAHE Bulletin,*** **vol. 41.9, 4-7.**

Minority students usually attend segregated schools with crowded classes and poor counseling. This has a negative impact on higher education. It causes high dropout rates and greatly reduces the number of minority students qualified to enter college.

Rendon, Laura I. and Nora Amaury. 1989. A Synthesis and Application of Research on Hispanic Students in Community Coleges." ***Community College Review,*** **17(1), 17-24.**

Discusses research on retention and achievement of Hispanic community college students and identifies needs for curricular reforms and retention programs which stress counseling and advisement.

Rodriguez, J. Manuel. 1982. Educational Services for Cuban Refugees. Final Report, April 1, 1981 to May 7, 1982. Washington, DC: Office of Vocational and Adult Education, Div. of Adult Education Services (Available from: National Clearinghouse for Bilingual Education, 1555 Wilson Boulevard, Suite 605, Rosslyn, VA 22209, $16.15).

Describes a project in Los Angeles which provided orientation, counseling and educational and career services to Cuban immigrants.

Rorro, Gilda L. and Pamela J. Leggio. 1984. "A Handbook for Teachers of Haitian Students in New Jersey." ERIC ED 266 227 (135 pp.) (Available from: New Jersey State Dept. of Education, CN 500, Trenton, NJ 08625, $5.75).

Designed to give information about the social and cultural background of Haitian immigrant students and their transition to life in the United States.

Ruiz, Rene A. and Amado M. Padilla. 1977. "Counseling Latinos." *Personnel and Guidance Journal*, vol. 55.7, 401-408.

Discusses special techniques found useful in the counseling of Hispanic clients. Also discusses typical problems facing this clientele and illustrates the discussion with two case histories. Provides recommendations for counselors and includes references.

Ryan, Mary K., Brady J. Fletcher and Kandace Kendall. 1975. "Middle/Junior High School Counselors' Corner: Developing Programs for Spanish-Speaking Students." *Elementary School Guidance and Counseling*, vol. 9.3, 241-244.

Discusses a project involving school counselors which had a goal of reducing student racial bias by using cross-cultural visual and social arts.

Schmalz, Jeffrey. March, 1989. "Miami Pupils: Future Hope Is Crisis Now." The New York Times, p. 1 (see *Miscellaneous*).

Schmidt, Josephine A. 1987. "Pitfalls of 'Forced Non-Bilingualism'." ERIC ED 287 297 (14 pp.).

Story of a daughter of a Puerto Rican immigrant mother. The daughter describes her school experiences with language use and language learning and her feelings of low self-esteem as a result of "forced non-bilingualism."

Seligman, Linda. 1977. "Haitians: A Neglected Minority." Personnel and Guidance Journal, vol. 55.7, 409-411.

Describes the cultural background of Haitians and the lack of and need for special counseling programs directed at this population. Explains that the language barrier seems to be the major obstacle in providing Haitians with counseling services.

Stepick, Alex and others. 1982. "Haitians in Miami. An Assessment of Their Background and Potential." ERIC ED 263 281 (35 pp.).

Reports results of a survey of Haitians enrolled in ESOL classes in Miami which revealed that common stereotypes about Miami Haitians are wrong in virtually every respect.

Stepick, Alex and Alejandro Portes. 1986. "Flight into Despair: A Profile of Recent Haitian Refugees in South Florida." *International Migration Review*, vol. 20.2, 329-350.

Presents survey and observational and interview data from recently arrived Haitians.

Sczapocznik, Jose and others. 1989. "Family Effectiveness Training: An Intervention to Prevent Drug Abuse and Problem Behaviors in Hispanic Adolescents." *Hispanic Journal of Behavioral Sciences*, vol. 11.1, 4-27.

Shows how Family Effectiveness Training can improve family functioning, problem behaviors and child self-concept.

Sczapocznik, Jose and others. 1989. "Structural Family vs. Psychodynamic Child Therapy for Problematic Hispanic Boys." *Journal of Consulting and Clinical Psychology,* vol. 57.5, 571-578.

Compares therapy methods for Hispanic boys with behavior and emotional problems. Shows family therapy to be more effective in protecting family integrity.

Turnbull, William W. 1985. "Succeeding by the Numbers." ERIC ED 260 882 (17 pp.).

Discusses the stereotypical thinking of students, parents, guidance counselors, teachers and principles that Hispanic children will most likely want to embark on vocational or general curricula rather than other areas as well.

Upcraft, M. Lee and John N. Gardner. 1989. "The Freshman Year Experience. Helping Students Survive and Succeed in College." ERIC ED 310 664 (441 pp.).

Presents guidelines to enhancing freshman year experience in 29 chapters among which the subjects of Counseling and of Hispanic students are discussed.

Valverde, Sylvia A. 1987. "A Comparative Study of Hispanic High School Dropouts and Graduates: Why Do Some Leave School Early and Some Finish?" *Education and Urban Society,* vol. 19.3, 320-329.

Reports differences between graduates and dropouts in several areas. Graduates had more friends, more siblings who graduated, better grades and (surprisingly)lower English proficiency.

Velasquez, Joan S. and Cesar P. Velasquez. 1980. "Application of a Bicultural Assessment Framework to Social Work Practice with Hispanics." *Family Relations,* vol. 29.4, 598-063.

Describes a bicultural approach to counseling which helps counselors to avoid stereotyping of and pressing assimilation on Hispanic clients by understanding their basic value system.

Verdet, Pauele. 1976. "Trying Times: Haitian Youth in an Inner City High School." *Social Problems,* vol. 24.2, 228-233.

Presents some of the unique problems of figuring mathematics in a foreign tongue and also considers the successes and failures at communication by teachers and students.

Vernon, S.W. and R.E. Roberts. 1985. "A Comparison of Anglos and Mexican Americans on Selected Measures of Social Support." *Hispanic Journal of Behavioral Sciences,* 7, 381-399.

Explores social support differences between Anglos and Mexican Americans. Three areas are examined: Contact with friends, organizational membership and sources of socioemotional and instrumental aid. Ethnic differences diminished when the effects of age, gender, income, education and marital status were controlled.

Asian

Asamen, Joy K. and Gordon L. Berry. 1987. "Self-Concept Alienation and Perceived Prejudice: Implications for Counseling Asian Americans." ***Journal of Multicultural Counseling and Development,*** **15(4), 146-160.**

Self Concept is tied to the level of alienation experienced and thus should be addressed by counselors. Coping strategies and several other approaches are mentioned for overcoming alienation.

Ascher, Carol. 1989. "Southeast Asian Adolescents: Identity and Adjustment." ERIC ED 306 329 (4 pp.).

Reviews the issues of identity and adjustment faced by adolescent Southeast Asian refugees in the U.S. Parent involvement, school counselors and teachers can help the youth in dealing with peer pressure.

Atkinson, Donald R. 1984. "Attitudes of Vietnamese and Anglo-American Students Toward Counseling." ***Journal of College Student Personnel,*** **vol. 25.5, 448-452.**

Compares Vietnamese and Anglo American students' attitudes toward counseling and their preferences for help providers using a four-part questionnaire.

Atkinson, Donald R., et al. 1978. "Effects of Counselor Race and Counseling Approach on Asian Americans' Perceptions of Counselor Credibility and Utility." ***Journal of Counseling Psychology,*** **vol. 25, 76-82.**

Describes two studies in which Asian Americans rated a counselor's performance in a simulated counseling session with an Asian American student. A directive counseling approach was preferred over a nondirective counseling approach.

Atkinson, Donald R., et al. 1990. "Asian American Acculturation and Preferences for Help Providers." ***Journal of College Student Development,*** **vol. 31.2, 155-161.**

Presents results of a survey that asked Asian Americans about their preferences in help providers. Show that, contrary to general stereotype, Asian Americans have a positive image of seeing counselors for help with personal problems.

Baizerman, Michael and Glenn Hendricks. 1988. "A Study of Southeast Asian Refugee Youth in the Twin Cities of Minneapolis and St. Paul." ERIC ED 299 373.

Presents an approach with Asian youth, in which they critiqued and edited "success" stories to fit their own lives. Results show adolescents hold higher educational goals then their parents had achieved and feel ethnic prejudice is a barrier, but one they can overcome.

Baratz-Snowden, et al. 1988. "Parent Preference Study: Final Report." ERIC ED 320 444 (147 pp.) (see ***Parental Involvement*****).**

Benesch, Kevin F. and Joseph G. Ponterotto. 1989. "East and West: Transpersonal Psychology and Cross-Cultural Counseling." ***Counseling and Values,*** **33(2), 121-131.**

Presents a model based on transpersonal psychology (TP) that may help counselors adopt attitudes that transcend cultural differences when counseling Asian clients. It is suggested that Asian clients may exhibit world views that rely more on intuition than on reason. TP provides a framework for incorporating different counseling approaches in an integrated way.

Berney, Tomi D. and Rosalyn Alvarez. 1989. "Technological Enrichment and Achievement for Cambodians and Hispanics: Project TEACH, 1987-1988. Evaluation Section Report." ERIC ED 311 735 (31 pp.) (see *Hispanic*).

Brower, Imogene C. 1980. "Counseling Vietnamese." *Personnel and Guidance Journal,* vol. 58.10, 646-652.

Explains the importance of counselors understanding something of the Vietnamese culture because of the increasing influx of this group of refugees. Includes advice on establishing positive relationships with students and their families. Provides references.

Burhoe, Jane C. 1989. "Cross Cultural Attitude Survey." ERIC ED 312 881 (10 pp.) (see *Counseling and Self-Esteem*).

"Career Counseling Materials and Techniques for Use with Vietnamese." 1981. ERIC ED 206 758 (392 pp.).

This manual contains career counseling materials and techniques for use with Vietnamese immigrants in the United States. The manual is designed primarily for career guidance specialists working in community colleges. Materials, in Vietnamese clients.

Cheng, Li-Rong, Lilly. 1989. "Service Delivery to Asian/Pacific LEP Children: A Cross-Cultural Framework." *Topics in Language Disorders,* 9(3), 1-14.

Presents information on the history, cultures and languages of Asian/Pacific immigrants and refugees. Characteristics and knowledge-base of a good cross-cultural communicator are discussed.

Chin, Jean Lau. 1981. "Institutional Racism and Mental Health: An Asian-American Perspective." ERIC ED 222 609 (12 pp.)

Discusses the positive stereotype for Asian Americans and how it is harmful for this minority group. The implications for mental health professionals are outlined.

Coker, Dolores M. 1988. "The Asian Student in the Classroom." *Education and Society,* vol. 1.3, 19-20.

Argues that greater awareness and understanding of Asian American cultural heritage would help educators meet the needs of Asian American students. Specifies strategies that teachers and counselors should adopt to achieve these goals.

Cook, Donelda A. and Janet E. Helms. 1988. "Visible Racial/Ethnic Groups Supervisees' Satisfaction With Cross-Cultural Supervision as Predicted by Relationship Characteristics." *Journal of Counseling Psychology,* 35(3), 268-274 (see *Hispanic*).

Dam, Trung Phap. 1981. ***A Manual for Teachers of Indochinese Students.*** **ERIC ED 205 663 (44 pp.) (Available from: Intercultural Development Research Association, 5835 Callaghan, Suite 350, San Antonio, TX 78228, $6.25).**

Describes Indochinese culture and religions and attitudes towards education for teachers and counselors who are aiding these refugees in adjustment to American culture. Provides special counseling techniques to use with Indochinese students.

Domino, George and Mo Therese Hannah. 1987. "A Comparative Analysis of Social Values of Chinese and American Children." ***Journal of Cross-Cultural Psychology,*** **vol. 18, 58-77.**

Compares the social values of Chinese and American children using stories of Chinese children.

Farrell, Charles S. 1989. "Institutions Deny Setting Quotas for Asian American Admissions." ***Black Issues in Higher Education,*** **vol. 6.3, 10-11.**

Discusses the argument between Asian Americans who accuse elite colleges of setting admission quotas and colleges that blame high school counselors of failing to encourage these students to develop the necessary oral skills.

Fernandez, Mary S. 1988. "Issues in Counseling Southeast-Asian Students." ***Journal of Multicultural Counseling and Development,*** **16(4), 157-166.**

Discusses factors that bring about culture shock for students from Southeast Asia and examines the basic assumptions of counseling in light of Asian culture. Inappropriate assumptions of counseling are addressed and suggestions are given on the adaptation and application of counseling assumptions to suit Asians. It is concluded that a knowledge of the cultural background and early socialization of the Asian students will significantly increase the effectiveness of cross-cultural counseling.

Foley, John B. and Dale R. Fugua. 1988. "The Effects of Status Configuration and Counseling Style on Korean Perspectives of Counseling." ***Journal of Cross-Cultural Psychology,*** **19(4), 465-480.**

Investigates the effect of two independent variables on Koreans' rating of a counselor's performance which supports the hypothesis that Korean immigrants would prefer a directive style of intervention counseling to a nondirective style.

Fukuhara, Machiko. 1973. "Student Expectations of Counseling-A Cross-Cultural Study." ***Japanese Psychological Research,*** **vol. 15.4, 179-193.**

Describes a study designed to compare Japanese students' expectations of counseling with those of American students.

Fukuyama, M.A. and T.K. Greenfield. 1983. "Dimensions of Assertiveness in an Asian-American Student Population." ***Journal of Counseling Psychology,*** **vol. 30, 429-432.**

Assesses elements of assertiveness, using the College Self-Expression Scale, for 105 Asian-Americans and 135 Anglo-Americans. Results found significant difference in full-scale assertion scores showing a lower level of overall assertion in Asian-Americans, deduced to be consistent with value difference between Asian-American and Anglo-American college students.

Fuller, Mary L. and Luis Casaus. 1987. "Culture, School and the Family." (see *American Indian*)

"A Handbook for Teaching Cantonese-Speaking Children." 1984. ERIC ED 253 117 (84 pp.).

Designed to aid teachers in understanding Cantonese students by providing information on their cultural and historical background.

Heath, Ann E., Greg J. Neimeyer and Paul B. Pedersen. 1988. "The Future of Cross-Cultural Counseling: A Delphi Poll." *Journal of Counseling and Development,* 67(1), 27-30 (see *Hispanic*).

Henkin, William A. 1985. "Toward Counseling the Japanese in America: A Cross-Cultural Primer." *Journal of Counseling and Development,* vol. 63.8, 500-503.

Explains the impact of the Japanese Americans' meditative self-examination characteristic on counseling efforts directed at this minority group. Also examines Japanese Americans' negative attitude towards counseling. Discusses problems and counseling techniques associated with and applicable to each generation that the Japanese have been in this country. Includes references.

Hurtado, Juan, et al. 1979. "Counseling and Culture." ERIC ED 230 871 (23 pp. booklet) (Available from: Lau Center, 5544 12 Hardy Ave., San Diego, CA 92182).

Designed to aid school counselors to work effectively with Laotian students. The seven sections include discussions of the effects of culture on counseling situations, counselors' roles, counseling obstacles and approaches, a counseling program's goals, essential counselor skills and characteristics, assessment measures, client personality issues and learning impediments. Includes a bibliography.

Kierstead, Carol. 1987. "Lowell Looks for Answers." *Equity and Choice,* vol. 3.2, 28-33.

Describes Project Lowell, a K-8 bilingual education program developed by Lowell (MA) Public Schools to cope with the dramatic influx of Southeast Asian pupils since 1979.

Kim, Yang J. 1983. "Problems in the Delivery of the School Based Psycho-Educational Services to the Asian Immigrant Children." *Journal of Children in Contemporary Society,* vol. 15.3, 81-89

Discusses roadblocks to the delivery of social, psychological and educational services to Asian immigrant children and recommends mutlicutlural and multidisciplinary programs to meet the children's needs.

Kitano, Harry H.L. and Noreen Matsushima. 1981. "Counseling Asian Americans." *In Counseling Across Cultures,* Paul Pedersen et al. (Eds.). Honolulu: East West Center, 163-180.

Provides a general background on the counseling problems and needs of the Asian American. Includes a look at counselors' techniques and attitudes that affect their work with this group. Also provides information on the culture, reasons for immigration, special needs and problems and appropriate counseling techniques for Chinese, Japanese, Filipino, Korean and Vietnamese Americans.

Lam, Tony C.M. 1988. "Testing, Opportunity Allocation and Asian and Pacific Americans." The Proceedings of a Hearing Co-Sponsored by the National Commission on Testing and Public Policy and the National Association for Asian and Pacific American Education. A Report. ERIC ED 297 058 (26 pp.) (see *Needs Assessment and Testing*).

Lanoix-Winifred, Ann. 1982. "The Relationship Among Levels of Acculturation, Anxiety and Symptomatology in Two Immigrant Groups." *DAI*, vol. 43.8, SECA, 2557.

Discusses the implications and differences of Korean and Vietnamese culture on the acculturation processes of immigrants from these ethnic backgrounds. Gives suggestions for counselors dealing with these groups.

Lee, Evelyn. 1988. "Cultural Factors in Working with Southeast Asian Refugee Adolescents." *Journal of Adolescence*, 11(2), 167-179.

Examines the socio-political-cultural factors that impact the psychological development of Southeast Asian refugee adolescents. In working with this population, clinicians are urged to consider the special stressors resulting from the refugee and cultural experiences. Individual family and group therapy modalities are suggested.

Leong, Frederick T.L. 1986. "Counseling and Psychotherapy with Asian-Americans: Review of the Literature." *Journal of Counseling Psychology*, vol. 33.2, 196-206.

Reviews empirical studies, clinical case studies and articles with treatment strategies and recommendations to examine diagnosis and assessment of client variables, therapist variables and counseling process and outcome.

Leong, Frederick and Shiraz Tata. "Sex and Acculturation Differences in Occupational Values Among Chinese-American Children." *Journal of Counseling Psychology*, vol. 37.2, 208-212.

Examines sex and acculturation differences in occupational values among 177 Chinese-American fifth and sixth graders. Found money and task satisfaction very important values, whereas object orientation and solitude quite unimportant.

MacCarthy, Brigid and Jackie Craissati. 1989. "Ethnic Differences in Response to Adversity: A Community Sample of Bangladeshis and Their Indigenous Neighbors."

Compares a community sample of Bangladeshi immigrants with their native-born near neighbors in an inner London housing estate on measures of adversity and distress. Discusses findings and then questions a hypotheses about Asian ethnic minorities and mental health services.

Mokuau, Noreen. 1987. "Social Workers' Perceptions of Counseling Effectiveness for Asian American Clients." ***Social Work*****, vol. 32.4, 331-335.**

Reports a study of white and Asian American social workers' perceptions of counseling effectiveness when there was a variation in ethnicity, counseling style and the presenting problem. The nondirective style proved effective.

Morrow, Robert D. 1987. "Cultural Differences--Be Aware!" ***Academic Therapy*****, vol. 23.2, 143-149.**

Discusses the cultural differences of Americans and southeast Asians in their child-rearing practices. Guidelines are provided for teachers working with Southeast Asian parents.

Morrow, Robert D. 1989. "Southeast-Asian Parental Involvement: Can It Be a Reality?" ***Elementary School Guidance and Counseling*****, 23(4), 289-297.**

Discusses ways a school counselor can help Southeast-Asian families establish a satisfactory home-school relationship.

Ogilvie, A. Barretto and Elaine Magnusson, (Eds.). 1985. "Pacific Rim Cultures in the Classroom. Multicultural Education Resource Series." ERIC ED 278 766 (240 pp.).

Features seventeen classroom instructional units on Asian and Pacific culture, society and economic life.

Omizo, Michael M. and Sharon A. Omizo. 1989. "Counseling Hawaiian Children." ***Elementary School Guidance and Counseling*****, 23(4), 282-88.**

Discusses the needs, problems and issues of the Hawaiians and provides recommendations and implications for counselors of Hawaiian children.

Pang, Valerie O. 1990. "Asian-American Children: A Diverse Population." ***Educational Forum*****, vol. 55.1, 49-66.**

Argues that inaccurate information about the homogeneity of Asian American students has limited the development of educational programs that address their needs. Demands a change in attitude that would result in alternatives in curriculum, counseling and instructional strategies.

Ranard, Donald A. 1989. "Between Two Worlds: Refugee Youth." ERIC ED 323 749.

Reports on a study of Vietnamese, Laotian, Cambodian and Hmong refugees age 15-18 as to how they coped with adjusting to life in the U.S. Examines reasons behind the difficulties as well as successes they experienced, in school, family and community.

Reynolds, D.K. 1980. ***The Quiet Therapies: Japanese Pathways to Personal Growth.*** **Honolulu: University of Hawaii Press.**

Explains five Japanese psychotherapies in order to have Westerners better understand the Eastern way of thinking. The five include Morita Psychotherapy, Naikan: Introspection Therapy, Shadan: Isolation Therapy, Seiza: Quiet-Sitting Therapy and Zen: Meditation Therapy. The book concludes with a discussion of the common theories of the five therapies.

Rosser-Hogan, Rhonda. 1990. "Making Counseling Culturally Appropriate: Intervention with a Montagnard Refugee." ***Journal of Counseling and Development,*** **68(4), 443-445.**

Describes an intervention with a distressed Montagnard refugee in a context sensitive to Southeast Asian culture. Relevant interventions are discussed in relation to the current available literature on counseling with Southeast Asian refugees in America.

Silver, Barbara J. and Josephine Chui. 1985. "Mental Health Issues: Indochinese Refugees. An Annotated Bibliography." U.S. Department of Health & Human Services (52 pp.) (Available from: National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857).

Includes annotated entries of articles directed towards aiding personnel in setting up programs for working with Southeast Asian refugees.

Sodowsky, Gargi Roysircar and John C. Carey. 1987. "Asian Indian Immigrants in America: Factors Related to Adjustment." ***Journal of Multicultural Counseling and Development,*** **15(3), 129-141.**

Relates the historical background of Asian Indian immigration, their impact on higher education, the role of religion and the family, status, ethnic social support, stereotyping, prejudice factors and assimilation.

Sue, Derald Wing and David Sue. 1973. "Understanding Asian-Americans." ***Personnel and Guidance Journal,*** **vol. 51.6, 386-389.**

Presents an overview of adjustment difficulties of Asians in America. Designed for counselors, educators and personnel workers.

Sue, Derald Wing and Stanley Sue. 1972. "Counseling Chinese-Americans." ***Personnel and Guidance Journal,*** **vol. 50.8, 637-644.**

Presents an analysis of Chinese values and suggests that the counseling situation may arouse intense conflicts for many Chinese-American students.

Sue, David and Stanley Sue. 1987. "Cultural Factors in the Clinical Assessment of Asian Americans." (see ***Needs Assessment and Testing*****)**

Sue, S. and N.N. Wagner, (Eds.). 1973. ***Asian-Americans: Psychological Perspectives.*** **Palo Alto, CA: Science & Behavior Books.**

Combines research results with impressionistic material to give an improved understanding of Asian-Americans. Topics included range from racism to mental health and from community interviews to assimilation. The writing style in the book is also diverse from conversational to technical reporting, personal to impressionistic observations and still others review and integrate existing literature in the field. Authors are both Asian-American and non-Asian-American.

Tan, Siang-yang. 1989. "Psychopathology and Culture: The Asian American Context." ***Journal of Psychology and Christianity,*** **8(2), 61-75.**

Focuses on rates of psychopathology (which tend to be underestimated) and deficiencies in personality adjustment (which tend to be overestimated) among Asian-Americans. Guidelines for facilitating effective counseling and psychotherapy with Asian-Americans and biblical or theological perspectives pertaining to cross-cultural counseling and psychotherapy are also provided.

Tinloyi, Marian Yuen. 1978. "Counseling Asian-Americans: A Contrast in Values." ***Journal of Non-White Concerns in Personnel and Guidance*****, vol. 6.2, 71-77.**

Discusses the differences between Asian and Western styles of counseling. Explains the needs of Asian Americans in the counseling situation. Advises formal training programs to use an Asian counselor as a facilitator.

Tomlinson, Sally. 1989. "Asian Pupils and Special Issues." ***British Journal of Special Education*****, vol. 16.3, 119-122 (see** ***Needs Assessment and Testing*****).**

Tracey, Terence J. and others. 1986. "Help Seeking and Problem Perception among Asian Americans." ***Journal of Counseling Psychology*****, vol. 33.3, 331-336.**

Compares clients as they vary by ethnicity, gender and previous counseling experience.

Vernon, Philip E. 1982. ***The Abilities and Achievements of Orientals in North America*****. New York: Academic Press.**

Provides a guide that will help the qualified psychologists, lay Chinese and Japanese readers and members of the general public who might wish to know more.

Watanabe, Colin. 1973. "Self-Expression and the Asian-American Experience." ***Personnel and Guidance Journal*****, vol. 51.6, 390-396.**

Deals with self-expression as a unique characteristic and adjustment problem of Asian American students and its implications for counselors and educators.

Wehrly, Bea and William Nelson. 1986. "The Assimilation and Acculturation of Indochinese Refugees into Illinois Schools." ERIC ED 278 741 (88 pp.).

American Indian

Abbott, Devon. 1987. "'Commendable Progress': Acculturation at the Cherokee Female Seminary." *American Indian Quarterly*, vol. 11.3, 187-201.

Details the role of the Cherokee Female Seminary in facilitating Cherokee acculturation.

Artichoker, John Jr. and Neil M. Palmer. 1959. *The Sioux Indian Goes to College.* Pierre, South Dakota: Institute of Indian Studies and State Department of Public Instruction.

This booklet promotes the educational welfare of Indian youth in all types of schools. The underlying belief is that education is the best approach to helping the Indian student adjust to American culture.

Beiser, Morton. 1981. "Mental Health of American Indian and Alaska Native Children: Some Epidemiological Perspectives." *White Cloud Journal of American Indian/Alaska Native Mental Health*, vol. 2.2, 37-47.

Surveys current research on counseling/mental health of Native American children. Suggests future areas of research.

Beiser, Morton and Carolyn L. Attneave. 1978. "Mental Health Services for American Indians: Neither Feast nor Famine." *White Cloud Journal of American Indian/Alaska Native Mental Health*, vol. 1.2, 3-10.

Describes the programs of the Indian Health Service.

Bransford, Jim. 1982. "To Be or Not to Be: Counseling with American Indian Clients." *Journal of American Indian Education*, vol. 21.3, 18-21.

Explores the qualifications and characteristics counselors need to be able to work effectively with American Indian students.

Brightman, Lehman. 1973. "Education of the Native American?" *Journal of Non-White Concerns*, 1(3), 159-162.

Discusses the conditions of the federal boarding schools for Indian students: the strict regulations, the boredom, the drinking problem, the mental health problems, the scarcity of counselors and the suicide rates.

Bryde, John F. 1968. *Teacher's Manual of Modern Indian Psychology.* University of South Dakota: Bureau of Indian Affairs.

Designed for teachers, counselors and administrators of schools with Indian students. Develops the Socio-psychohistorical sources of modern Indian behavior and is designed to help participants understand modern Indian behavior as well as become effective in dealing with the Indian people.

Bryde, John F. 1970. *The Indian Student.* Vermillion, South Dakota: Dakota Press.

Discusses and pin points the cross-over phenomenon in the scholastic performance of Indian students.

Bryde, John F. 1971. *Indian Students and Guidance.* Boston: Houghton Mifflin & Company.

Explores the values that affect Indian culture. Describes the factors that influence Indian students' behavior. Identifies areas of cultural conflict with the goal of providing counselors with information that will assist them in effectively counseling American Indian students.

Burton, Charline L. 1980. "Counseling Native American High School and College Students." ERIC ED 190 330 (13 pp.).

Asserts that traditional methods do not consider Native American views and values. Outlines aspects counselor should take into account with native American clients.

Cardell, George W., William C. Cross and James Lutz. 1978. "Peer Learning among Indian Students: Extending Counselor Influence into the Classroom." ***Journal of American Indian Education,*** **vol. 17.2, 7-12.**

Describes a study designed to determine the effects of peer learning among Indian students. Shows what contributions counselors can make in terms of teaching methodology.

Carroll, Richard E. 1978. "A Study of Haskell Students: Academic Performance and cultural Marginality." ***Journal of American Indian Education,*** **vol. 18, 11-16.**

Discusses cultural marginality of freshmen at Haskell Indian Junior college. Students' ACT and GPA scores appeared meaningless, supporting the idea of a educational anomie.

Castañeda, Alfredo, Richard L. James and Webster Robbins. 1974. ***The Educational Needs of Minority Groups.*** **Lincoln, Nebraska: Professional Educators Publications, Inc.**

This book consists of three essays on the educational problems and needs of Mexican-Americans, Black Americans and Native American Indians.

Darov, Wes G. 1980. "Experiencing Native American Culture." ***Counseling and Values,*** **25(1), 3-17.**

Four experiential exercises based on native culture for use in education, communication training, counseling, etc. are presented and discussed.

Dauphinais, Paul, Louise Dauphinais and Wayne Rowe. 1981. "Effects of Race and Communication Style on Indian Perceptions of Counselor Effectiveness." ***Counselor Education and Supervision,*** **vol. 21.1, 73-80.**

Describes a study of American Indian 11th and 12th graders that showed the extent of how seven factors affect student perceptions of counselor effectiveness.

Dauphinais, Paul, Teresea LaFromboise and Wayne Rowe. 1980. "Perceived Problems and Sources of Help for American Indian Students." ***Counselor Education and Supervision,*** **vol. 20, 37-44.**

Discusses a study of Native American and non-natives surveyed to assess self-reported problem areas and persons perceived as potential sources of help.

Davis, Thomas and Fred Sanderson. 1974. "Community Counselors and Counseling Process." ***Journal of American Indian Education,*** **vol. 14.1, 26-29.**

Describes the role of a community counselor on an Indian reservation.

Dehyle, Donna. 1985. "Testing Among Navajo and Anglo Students: Another Consideration of Cultural Bias." ***Journal of Educational Equity and Leadership,*** **5(2), 119-131.**

Focuses on the perceptions and understanding of tests of Navajo and Anglo students and indicates that not all children share an understanding. The problems experienced by minority children on tests may be related to their perception of the test itself.

Evans, W.H. 1977. ***American Indian Student Counselor Handbook.*** **Unpublished manuscript (Available from: Center of Indian Studies, Blackhills State College, Spearfish, SD).**

Addresses counseling the American Indian student at the elementary, secondary and college level. Among the special topics are fantasy stereotyping of an Indian and a white student, followed by questionnaires and surveys.

Farlow, Barbara A. 1971. ***An Equal Chance: Handbook for Counseling Indian Students.*** **Stevens Point, Wis.: Wisconsin State University Press.**

Provides educational, vocational and resource information to counselors and teachers involved in providing guidance to Indian students. Also provides information on Indian culture, especially that of Wisconsin Indians.

French, Laurence. 1989. "Native American Alcoholism: A Transcultural Counseling Perspective." ***Counseling Psychology Quarterly,*** **2(2), 153-166.**

Discusses a cross-cultural approach to the treatment of Native American (NAM) alcoholism that fosters a positive NAM self-image during the cultural counseling state and prepares for problem solving within the NAM subculture and the larger majority North American Society (multicultural integration stage).

Fuller, Mary L and Luis Casaus. 1987. "Culture, School and the Family." ***PTA Today,*** **vol. 12.5, 23-25.**

Presents brief descriptions of cultural beliefs of three minority populations: Native Americans, Indochinese and Hispanic.

Gad, Eldon, et al. 1986. "Study Habits and Attitudes of American Indian Students: Implications for Counselors." ***School Counselor,*** **vol. 34.2, 135-139.**

Investigates study habits and attitudes of Native American secondary school students. Describes how counselors can play a proactive role in improving study skills and individual counseling.

Gade, Eldon M., Dale Fugua and Graham Hurlburt. 1984. "Use of the Self-Directed Search with Native American High School Students." ***Journal of Counseling Psychology,*** **31(4), 584-587.**

Examines the use of the Self-Directed Search (SDS) on Native American Students and the similarities and differences between the interest profiles of Caucasian and Native American students.

Green Ben Ezra, William H. Sack and Audra Pambrum. 1981. "A Review of Child Psychiatric Epidemiology with Special Reference to American Indian and Alaska Native Children." ***White Cloud Journal of American Indian/Alaska Native Mental Health,*** **vol. 2.2, 22-36.**

Reviews problems of classification in child psychology.

Hansen, Wynn. 1978. "Grief Counseling with Native Americans." ***White Cloud Journal of American Indian/ Alaska Native Mental Health,*** **vol. 1.2, 19-21.**

Describes the role of counselors in helping Native Americans during periods of mourning.

Haven, George A. Jr. and Paul J. Imotichey. 1979. "Mental Health Services for American Indians: The USET Program." ***White Cloud Journal of American Indian/Alaska Native Mental Health 4,*** **vol. 1.3, 3-5.**

Describes the United Southern and Eastern Tribes mental health programs.

Hayes, Susana. 1979. "The Counselor Aide: Helping Services for Native American Students." ***Journal of American Indian Education,*** **vol. 18.3, 5-11.**

Describes the role and training of counselor aids.

Herring, Roger D. 1989. "Counseling Native American Children: Implications for Elementary School Counselors." ***Elementary School Guidance and Counseling,*** **vol. 23.4, 272-281.**

Describes status of native American youth, including educational achievement and income levels. Lists eight principals school counselors can incorporate into the programs in order to provide Native American children equal and just educational and counseling treatment.

Herring, Roger D. 1990. "Understanding Native American Values: Process and Content Concerns for Counselors." ***Counseling and Values,*** **vol. 31.2, 134-137.**

Emphasizes the responsibility of counselors to consider native American's values from both concept and process. Discusses six factors that influence counseling efforts with Native Americans.

Holt, Ron. 1989. "Breaking with the Past; American Indians." ***NEA Today,*** **1, 10.**

Discusses the situation of American Indian elementary school children and provides hope that there is progress.

Hurlburt, Graham, et al. 1985. "Study Habits and Attitudes of Indian Students: Implications for Counselor Involvement." ERIC ED 272 349 (13 pp.).

Finds that study habits and attitudes of Native American students are related to classroom achievement and classroom behaviors and presents strategies for improving study skills and attitudes.

Johnson, M. and K. Lashley. 1989. "Influence of native-Americans' Cultural Commitment on Preferences for Counselor Ethnicity and Expectations about Counseling." ***Journal of Multicultural Counseling and Development,*** **vol. 17.3, 115-122.**

Explores effects of Native American undergraduates students' (n-84) cultural commitment on preference for ethnically similar counselors. Found degree of cultural commitment significantly affected preferences for counselor ethnicity.

Kellogg, Jeff B. 1982. "Survey of Existing Indian Parenting Programs." ERIC ED 300 177 (54 pp.).

Offers parent education programs that are culturally relevant to American Indians. The report offers addresses and names of contacts of 18 American Indian parenting programs and 18 general population parenting programs across the country.

Krebs, Elfie, Graham Hurlbut and Carl Schwartz. 1988. "Vocational Self-Estimates and Perceived Competencies of Native High School Students: Implications for Vocational Guidance Counseling." *Canadian Journal of Counseling,* 22(4), 212-225.

The results of this study showed that native Indian students had less confidence in their vocational skills and employment opportunities that the non-native students. This finding is discussed and suggestions are given to improve the native students' confidence.

LaFromboise, Teresa D. 1981. "Counseling with American Indians: Issues in Training Assertiveness and Coping Skills." ERIC ED 201 436.

Discusses a coping-skills training program for Native Americans. Results indicated that the cultural adaptation of social skills training appeared to be more effective for Native Americans than traditional psychological approaches.

LaFromboise, Teresa, et al. 1978. "Survey of Indian Students' Perceptions of the Counseling Experience." ERIC ED 156 389 (20 pp.).

Discusses study designed to measure Indian and non-Indian 11th and 12th grade student's perceptions of their past or present counseling experiences and their attitudes toward helping persons and the helping process.

LaFrombiose, Teresa D. and others. 1980. "Indian Students' Perceptions of Positive Helper Attributes." *Journal of American Indian Education,* vol. 19(3), 11-16.

Surveyed American Indian students about their perception of desirable characteristics in a counselor or helping person. Trustworthiness was rated as most important, able to help with decisions about clients' concerns was next, and third was willingness to leave the office in effort to help.

LaFromboise, Teresa D. and D.N. Dixon. 1981. "American Indian Perception of Trustworthiness in a Counseling Interview." *Journal of Counseling Psychology,* vol. 28, 135-139.

Describes results of simulated interviews where the counselors portrayed trustworthy roles. The American Indian students rated the interviews positively, regardless of counselor ethnicity provided that the counselor uses communicative and trustworthy behaviors appropriate to the culture.

LaFromboise, Teresa D. and Barbara S. Plake. 1984. "A Model for the Systematic Review of Mental Health Research: American Indian Family, A Case in Point." *White Cloud Journal of American Indian Mental Health*, vol. 3.3, 44-52.

Discusses the obstacles in involving American Indians in research; presents a model for carrying out research on them.

LaFromboise, Teresea D. and David N. Dixon. 1981. "American Indian Perception on Trustworthiness in a Counseling Interview." *Journal of Counseling Psychology*, vol. 28.2, 135-139.

Describes a study designed to determine American Indian students' perception of counselors' trustworthiness.

Light, Harriett K. and Ruth E. Martin. 1985. "Guidance of American Indian Children." *Journal of American Indian Education*, 25(1), 42-46.

Reviews the role of children in Native American culture, their behavior patterns and the discipline they receive.

Little, Soldier, Lee. 1988. "Sociocultural Context and Language Learning of Native American Pupils." ERIC ED 295 503 (15 pp.).

Study observed about 50 classrooms in schools containing predominantly Native American students. A rating sheet was used to assess what type of sociocultural environment in the classrooms enhanced language learning.

Littrell, John M. and Mary Ann Littrell. 1982. "American Indian and Caucasian Students' Preferences for Counselors: Effects of Counselor Dress and Sex." *Journal of Counseling Psychology*, vol. 29.1, 48-57.

Discusses how such variables as counselor dress and gender affect students' preferences for different counselors.

Luftig, Richard L. 1982. "The Effects of Schooling on the Self-Concept of Native American Students." ERIC ED 220 227 (22 pp.).

Consolidates relevant literature which deals with schooling and self-concept functioning of Native American students; calls for an educational/psychological model which interfaces student, teacher and educational system; and suggests new directions for the school counselor.

McMahon, Robert C., John D. Hartz and Charles J. Pulvino. 1973. "The Counselor's Charge in the American Indian's Educational Dilemma." *The School Counselor*, vol. 20, 270-274.

Considers several explanations for the dismal state of native American education. Schools led by counselors should adapt to their constituents.

Mahan, James Marx and Mary Katherine Criger. 1979. "Culturally Oriented Instruction for Native American Students." In *Understanding and Counseling Ethnic Minorities* (pp. 291-306), George Henderson, (Ed.) Springfield, IL: Charles C. Thomas.

Explains why teachers should be aware of their students' diverse cultures to avoid misunderstandings.

Manson, Spero M. 1989. "Long-Term Care in American Indian Communities: Issues for Planning and Research." ***The Gerontologist,*** **29(1), 38-44.**

Discusses the issues that face subsequent program advancement and critical questions for future study.

Marks, Stephen E. and Richard M. Green. 1971. "Indians and Counseling." ***Canadian Counselor,*** **vol. 5.3, 63-66.**

Asserts that if the Indian youth is to feel understood by the counselor and trust him, the counselor must demonstrate his interest and concern through direct involvement in activities which are important to Indian students.

Mason, J.C., Thomas C. Hansen and Julia Putnam. 1982. "Paraprofessional Training of Indian and Alaska Native Mental Health Workers." ***White Cloud Journal of American Indian Mental Health,*** **vol. 2.4, 3-8.**

Describes a project designed to train Native American paraprofessional mental health workers.

Minugh, Carol. 1982. "Continuing a College Education: A Guide for the Family of the American Indian Student." (see ***Parental Involvement*****)**

Mitchum, Nancy Taylor. 1989. "Increasing Self-Esteem in Native American Children." ***Elementary School Guidance and Counseling,*** **23(4), 266-271.**

Discusses cultural differences affecting self-esteem and group counseling for Native American children. Counselors for these students may be of greatest help if they incorporate the unique values of the children's culture into the group counseling process.

Navajo Tribe, Window Rock, Arizona Division of Education. 1984. "Navajo Tribal Education Policies." ERIC ED 289 638 (36 pp.).

Discusses the educational policies adopted and incorporated into law by the Navajo Tribal Council which are statements of the educational needs and aspirations of the Navajo people.

North Carolina State Dept. of Public Instruction, Raleigh. Division of Desegregation Assistance. 1989. "Bright Ideas That Work: A Booklet of School Programs That Impact Minority and Equity Issues." ERIC ED 310 196 (42 pp.).

Describes 25 innovative programs which impact minority and equity issues. Several of the programs deal with Indian Education, Minority Achievement and Multicultural Education.

Poehlman, C.H. 1966. ***Suggested Techniques in Guidance and Counseling with Indian Youth and Adults.*** **Carson City, Nevada: Department of Education.**

Qowawayma, Polingaysi. 1964. "No Turning Back: A Hopi Indian Woman's Struggle to Live in Two Worlds. As Told to Vada F. Carlson." ERIC ED 272 352 (Available from: University of New Mexico Press, Albuquerque, NM 87131, $7.95).

Relates a Hopi Indian woman's struggle to adjust to an alien culture and to develop teaching methods to bridge the gap between Indians' and the white world.

Red Horse, John G., Ronald Lewis, Marving Feit and James Decker. 1979. "Family Behavior of Urban American Indians." In *Understanding and Counseling Ethnic Minorities* (pp. 307-317), George Henderson, (Ed.) Springfield, IL: Charles C. Thomas.

Relates characteristics unique to American Indian families in developing human ecology models in coursework.

The Regents of the University of California. 1980. *American Indian Issues in Higher Education.* Los Angeles: UCLA Publication Services Department.

This book addresses the purpose of American Indian studies in higher education, the Indian college student, the curriculum research and the future of these studies. Also discussed is the effectiveness of counseling the American Indian Student.

Ross, Donald D. and John F. Bryde. 1976. *Values and Awareness.* Vermillion, South Dakota: The University of South Dakota.

Purpose is to develop in the Indian child a sense of awareness of self as an individual and an Indian to develop a positive self-image. Material is presented in two languages: English and Sioux.

Sanders, Danielle. 1987. "Cultural Conflicts: An Important Factor in the Academic Failures of American Indian Students." *Journal of Multicultural Counseling,* vol. 15.2, 81-89.

Describes the cultural conflicts faced by American Indian students in Anglo schools. Suggests that the conflicts create a poor self-image which affects American Indian students' academic performance. Shows how school counselors can motivate Indian students to be successful in the present system.

Saslow, Harry L. and Mary J. Harrover. 1979. "Research on Psychological Adjustment of Indian Youth." In *Understanding and Counseling Ethnic Minorities* (pp. 291-306), George Henderson, (Ed.) Springfield, IL: Charles C. Thomas.

Reviews literature o the psychological adjustment of American Indian Youth.

Schinke, Steven P., et al. 1988. "Preventing Substance Abuse Among American Indian Adolescents: A Bicultural Competence Skills Approach." *Journal of Counseling Psychology,* 35(1), 87-90.

Reviews the problems of substance abuse among American Indians and provides an explanation. A Bicultural Skills Approach was found to be effective in preventing substance abuse.

Scott, Wilber J. 1986. "Attachment to Indian Culture and the 'Difficult Situation': A Study of American Indian College Students." *Youth and Society,* vol. 17.4, 381-395.

Examines key factors affecting academic success among native American college students in a large state university.

Spang, Alonzo. 1965. "Counseling the Indian." *Journal of American Indian Education,* vol. 5.1, 10-15.

Describes some cultural factors relevant to counselors working with American Indian students.

Spang, Alonzo T. 1971. "Understanding the Indian." ***Personnel and Guidance Journal,*** **vol. 50, 97-102.**

Asserts that genuine communication with Native American people can be facilitated by shattering false myths, understanding the Native American from within his own culture and responding to his own interpretation of the needs and problems encountered in his relationship with white Americans.

Stefon, Frederick. 1987. "Richard Henry Pratt and His Indians." ***Journal of Ethnic Studies,*** **15(2), 87-112.**

Story of Richard Pratt's attempt in promoting assimilation of the Indian into American life. Pratt founded a school for Indian children in Carlisle, Pennsylvania.

Stewart, Brenda L. 1986. "Every Indian Has a Unique Story." ***Equity and Excellence,*** **vol. 22.4-6, 119-121.**

Posits that in order to grasp the current Native American experience it is necessary to learn about the many different ways Native Americans have lived and been educated and how they feel about their treatment by society.

Trimble, Joseph E. 1981. "Value Differentials and Their Importance in Counseling American Indians." In ***Counseling Across Cultures,*** **(pp. 203-226). Paul P. Pedersen and others, (Eds.) Honolulu: East West Center.**

Explains the need for counselors to be like anthropologists, sensitive to the cultural differences of their diverse American Indian clients. Notes that some traditional counseling techniques do not work at all with this group and suggests some more appropriate techniques. Describes some of the value conflicts that exist between Indian cultures and the majority culture and explains how these conflicts affect the counseling process. Emphasizes that an understanding and respect of Native American value preferences is essential to effective counseling.

Trimble, Joseph E. and D. John Lee. 1981. "Counseling with American Indians: A Review of the Literature with Methodological Considerations." ERIC ED 201 448 (26 pp.)

Reviews the literature dealing with counseling Native Americans and discusses methodological difficulties and theoretical disagreements in the field.

Vandall, Peter and Joe Daouquette. 1987. "Stories of the House People." ERIC ED 300 162 (240 pp.).

Contains ten stories told by Cree storytellers. The term "house people" was traditionally used for Plains Cree groups around Carlton House, in Saskatchewan.

Wells, Robert N. 1989. "A Survey of American Indian Students." ERIC ED 311 778 (14 pp.)

Results from a survey of Native Americans in higher education are discussed. Although institutional support programs and precollege intervention programs have increased, the Native American student's financial and personal or family problems still present roadblocks to academic success.

Wright, Kathleen. 1979. "American Indian History." In ***Understanding and Counseling Ethnic Minorities*** **(pp. 284-290), George Henderson, (Ed.) Springfield, IL: Charles C. Thomas.**

Describes American Indian history focusing on elements relevant to counselors.

Youngman, Geraldine and Margaret Sadongei. 1979. "Counseling the American Indian Child." In George Henderson, (Ed.) *Understanding and Counseling Ethnic Minorities* (pp. 329-337) Springfield, IL: Charles C. Thomas.

Youngman, Geraldine and Margaret Sadongei. 1974. "Counseling the American Indian Child." *Elementary School Guidance and Counseling,* vol. 8.4, 273-277.

Briefly describes some important factors relevant to counseling American Indian Children.

Amerasian Journal (Three issues/year)
Asian American Studies Center
3230 Campbell Hall,
University of California
Los Angeles, CA 90024-1546
Tel: 213-825-2968

Interdisciplinary journal studying Asian and Pacific Americans.

American Indian Culture and Research Journal (Quarterly)
University of California, Los Angeles
American Indian Studies Center
3220 Campbell Hall
Los Angeles, Ca 60024-1546
Tel: 213-825-2968

Interdisciplinary journal studying the American Indian.

Counseling and Human Development
(Ten issues/year)
Love Publishing Company
1777 S. Bellaire St.
Denver, CO 80222

Counseling and Values (Three issues/year)
American Association for Counseling and Development
5999 Stevenson Avenue
Alexandria, VA 22304
Tel: 704-823-9800

Publishes theoretical, philosophical and empirical articles that address religious and value issues related to the work of counselors, psychologists and educators.

The Counseling Psychologist (Quarterly)
Sage Publications, Inc.
2111 W. Hillcrest Dr.
Newbury Park, CA 91320

Each issue covers one theme related to theory, research, or practice of counseling psychology.

Counselor Education and Supervision
(Quarterly)
American Association for Counseling and Development
5999 Stevenson Ave.
Alexandria, VA 22304

Publishes articles relating to counselor training and counseling administration.

Educational Psychologist (Quarterly)
Division of Educational Psychology, APA
Lawrence Earlbaum Associates, Inc.
365 Broadway
Hillsdale, NJ 07642

Publishes articles that deal with the issues, problems and research associated with educational psychology.

Elementary School Guidance and Counseling (Quarterly)
American Association for Counseling and Development
5999 Stevenson Ave.
Alexandria, VA 22304

Equity and Choice (Three issues/year)
Institute for Responsive Education
605 Commonwealth Ave.
Boston, MA 02215
Tel: 617-353-3309

Provides a forum for the exchange of ideas, insights and practices among those working to increase educational equity.

Guidance and Counseling (Five issues/year)
(Formerly **School Guidance Worker**)
OISE
252 Bloro Street West
Toronto, ON
M5S 1V6 Canada
Tel: 416-923-6641

Provides current and practical articles on counseling.

Hispanic Journal of Behavioral Sciences
(Quarterly)
Spanish Speaking Mental Health Research Center
UCLA, Franz Hall
Los Angeles, CA 90024

International Journal of Intercultural Relations
Pergamon Press, Inc.
Maxwell House, Fairview Park
Elmsford, NY 10523
Tel: 914-592-7700

Publishes research and practice on group and cultural relation.

Journal of American Indian Education
(Three issues/year)
Center for Indian Education
College of Education
Arizona State University
Tempe, AZ 85287-1311

Journal of Clinical Child Psychology
(Quarterly)
Section on Clinical Child Psychology, APA
Lawrence Earlbaum Associates
365 Broadway
Hillsdale, NJ 07642

Includes articles, reviews and research on child advocacy and training in clinical child psychology.

Journal of Counseling and Development
(Ten issues/year)
(Formerly Personnel and Guidance Journal)
American Association for Counseling and Development
5999 Stevenson Ave.
Alexandria, VA 22304

Publishes articles dealing with counseling and guidance at the elementary, secondary and college levels.

Journal of Counseling Psychology
(Quarterly)
American Psychological Association
1400 North Uhle St.
Arlington, VA 22201

Publishes articles on counseling of interest to psychologists and counselors in schools, colleges and universities. Places emphasis on articles detailing the results of empirical studies about counseling processes.

Journal of Cross-Cultural Psychology
(Quarterly)
Sage Publications
2111 W. Hillcrest Dr.
Newbury Park, CA 91320

Publishes cross-cultural research reports.

Journal of Educational Psychology
(Quarterly)
American Psychological Association
1400 North Uhle Street
Arlington, VA 22201

Publishes research articles on dealing with learning and cognition.

Journal of Ethnic Studies (Quarterly)
Western Washington University
Bellingham, WA 98225
Tel: 206-676-3927

Focuses on ethnic and minority group experience in the United States.

Journal of Multicultural Counseling and Development (Quarterly)
American Association for Counseling and Development
5999 Stevenson Ave.
Alexandria, VA 22304

Publishes articles relating to counseling from a cross-cultural perspective.

Journal of Non-White Concerns in Personnel and Guidance
Lincoln University
Psychology Department
Lincoln University, PA 19352

Examines cultural development and ideas related to non-white interests and experiences in the areas of counseling, psychology, guidance and personnel.

Journal of School Psychology (Quarterly)
Pergamon Journals, Inc.
Fairview Park
Elmsford, NY 10523

Includes articles on both research and practice related to the scientific and applied aspects of school psychology.

Journal of Social Psychology (Bi-monthly)
Heldref Publications
4000 Albermarle St., N.W.
Washington, D.C. 20016

Devoted to field studies of groups, cultural effects, cross-national problems and language.

Psychology in the Schools (Quarterly)
Clinical Psychological Publishing Co., Inc.
4 Conant Square
Brandon, VT 05733

The School Counselor (Five issues/year)
American Association for Counseling and Development
5999 Stevenson Ave.
Alexandria, VA 22304

Publishes articles of interest to school counselors.

School Psychologist (Six issues/year)
Division of School Psychology, APA
Fordham University
Lincoln Center
New York, NY 10023

A newsletter containing short articles of interest to school counselors.

School Psychology Review (Quarterly)
National Association for School Psychologists
Box 184
Kent, OH 44240

Publishes original research, views of theoretical and applied topics and descriptions of intervention techniques of interest to school psychologists.

Dissertations

Alvarado, Victor Ignacio. 1976. Perception of Counselors: A Function of Culture (Doctoral dissertation, Western Michigan University).

Examines cultural factors affecting Hispanic clients' perceptions of both Hispanic and White counselors. Discusses counselor characteristics which had more impact on perceptions than did race and sex.

Anderson, Glenn B. 1982. Effects of Ethnically Varied Deaf Client Vignettes, Stage of Interview and Counselor Hearing Status on Counselor Empathy and Counseling Skills (Doctoral dissertation, New York University)

Discusses the importance of expressing empathy facially for counselors dealing with deaf clients, including Hispanic deaf, male clients.

Awakuni, Gene Isamu. 1988. An Exploration of the Relationship Between Ethnic Identity and Preferences For Counselor Race Among Korean and Chinese-American College Students (Doctoral dissertation, Harvard University).

Barta, Richard Lee. 1984. An Evaluation of an Indian Health Management Training Program and Its Counseling Component as Perceived by the Program's Participants (Doctoral dissertation, University of South Dakota).

Sample consisted of 21 Tribal Health employees located at 14 different sites within the Aberdeen Area region. The employees completed a survey questionnaire and data were analyzed. Conclusions indicated that preparing tribal employees through programs similar to this would lead to improvement of health care and services for the Indian population.

Berman, Judith. 1978. Socio-Cultural Variables in Counseling: Interaction Effects of Race and Sex in Responding to Culturally Varied Client Vignettes (Dissertation, University of Massachusetts).

Examines the effects of a client's race and sex on the advice counselors give. Makes suggestions for improving counselor-training programs to make counselors more culturally sensitive.

Bit, Seanglim. 1981. A Study of the Effects of Reward Structures on Academic Achievement and Sociometric Status of Cambodian Students (Doctoral dissertation, University of San Francisco).

Describes a study which evaluated the academic success of Cambodian students who were placed either in a competitive or a cooperative reward system. Explains that these students responded more positively to the cooperative system. Gives recommendations for classroom procedures where Cambodian students are involved.

Blackford, Betty J. 1976. A Study of a Guidance Program for Bilingual Latino Youth (Doctoral dissertation, Wayne State University).

Describes a high school career guidance program which used special culturally-sensitive techniques to counsel Hispanic students.

Byrne, Alice Darlene. 1989. Factors Affecting the Academic Success of Native American Students Who Attend a Public High School in Southern California (Doctoral dissertation, University of Northern Arizona).

Determines factors affecting academic success of Native American students by examining grade point averages, analyzing participation in activities and measuring self-concept on the Pies-Harris Self-Concept Scale.

Caban-Ramos, Raul A. 1983. Attitudes of Puerto Rican College Students Toward Seeking Professional Help for Psychological Difficulties (Doctoral dissertation, Ohio State University).

Describes research conducted to discover what Puerto Rican college students' attitudes are towards seeking professional counseling help.

Chen, Ping-Hwa. 1988. Perceived Counselor Characteristics As a Function of Subject's Race, Racial Similarity, Locus of Control Orientation and Counseling Approach (Doctoral dissertation, University of Illinois at Urbana-Champaign).

Studied the differences of locus of control orientation among Caucasian Americans and Asian Americans. Investigates the interaction effect of locus of control orientation and counseling approach and the effect of racial similarity on perceived counselor characteristics and preferences of counseling approaches among these three groups.

Dauphinais, Paul L. 1981. American Indian College Student Preference of Counselor Communication Style (Doctoral dissertation, University of Oklahoma).

Describes experimental counselor communication and provides implications for current practice and further research.

Dwyer, Margaret Louise. 1981. The Effects of the Human Potential Seminar on the Self-Concept, Life Purpose and Interpersonal Relations of Bilingual/Bicultural (Spanish-Speaking) Individuals (Doctoral dissertation, Wayne State University).

Discusses the positive impact of a "Human Potential Seminar" on the self-concepts of bilingual/bicultural persons. Explains the need for educational counseling services to facilitate these students' personal growth.

Dynneson, Verla Vester. 1983. Native American Students' Perceptions of Counselor Effectiveness at Montana State University (Doctoral dissertation, Montana State University).

Determined if Native American Students' perceptions of counselors' effectiveness was affected by the sex, blood, quantum, tribe or reservation background of the student or by the sex, ethnicity or place of work of the counselor.

Fernandez, Rose Mary. 1988. An Empirical Test of the Minority Identity Development Model with Cuban-Americans (Doctoral dissertation, Columbia University).

Tests various assumptions raised in the Minority Identity Development (MID) Model as a response to a need to better conceptualize minority identity transformations. The results have implications in counseling psychology, education and related fields by providing a better understanding of the minority identity experience.

Garcia, Julio R. 1974. An Evaluation of a Need-Based Counseling System (Doctoral dissertation, United States International University).

Describes a high school counseling program which used Hispanic counselor-trainees to lower Hispanic student alienation.

Giuffreda, Margaret Hechler. 1986. The Effects of Counselor Race, Counseling Approach, Problem Type and Level of Acculturation on Asian-Americans' Perceptions of Counselor Credibility and Utility (Doctoral dissertation, The Catholic University of America).

Examines Asian Americans' perceptions of counselor effectiveness as a function of: 1) counselor race, 2) counseling approach, 3) relevance of counseling issue to Asian heritage and 4) subjects level of acculturation. Significant effects for counselor race, approach and type of client concern were reported.

Heredia, Carlos B. 1988. Effects of Students' Ethnic Background and Precounseling Counselor Information on Students' Perceptions of Counselors and Help-Seeking Attitudes (Doctoral dissertation, University of New York).

Tests participants' perceptions of and attitudes toward counselors. These participants completed a scale measuring their attitudes toward seeking professional help and a counselor rating form. The results are consistent with findings reported by previous counseling investigators indicating that counselor expertness significantly influences perceptions of and attitudes toward counselors.

Hodges, Mary B. 1982. Group Counseling: Its Effect on Ninth Grade High School Hispanic Females (Doctoral dissertation, University of Northern Colorado).

Describes the impact of group counseling on the GPA, school absenteeism and self-actualization of Hispanic ninth grade girls.

Hsu, George Lung Te. 1982. Culturally Relevant Theme and Culturally Foreign Theme: An Evaluation of Some Possible Educational Effects Among Chinese Immigrant Students (Doctoral dissertation, University of California, San Francisco).

Evaluates the effects of a high school course entitled "Family Life and Health Education" on Chinese immigrants. Stresses the need for educators to present students with culturally relevant class experiences.

Irvin, Robert Hudson Jr. 1988. Cross-Cultural Counselor Education: An Examination of the Triad Model's Procounselor and Anticounselor Features (Doctoral dissertation, University of Oregon).

Examined trainees experience with both features (procounselor and anti-counselor) which were systematically varied in order to address questions regarding both the differential and the sequential impact of the model's primary training features.

Kong, Colleen Sau Jung. 1985. An Investigation of Role Expectations of Asian-and Caucasian-Americans for Therapist's Directiveness (Doctoral dissertation, The University of Texas at Austin).

Predicted that Asian-Americans would have stronger expectations for a directive therapist than Caucasian-Americans. The study also predicted that meeting subjects' role expectations for therapist's directiveness between the two ethnic groups was found. Results also indicated that meeting subjects' directive expectations led to positive outcomes for both Asian- and Caucasian-Americans.

Kwak-Junkyu, Christopher. 1980. Vocational Development of Asian-American Youth (Doctoral dissertation, University of Wisconsin-Madison).

Discusses factors involved in career guidance of Asian-American students and their implications for counseling programs.

Landrum, Joycelyn. 1984. Comparison of Minority and Non-minority Students' Attitudes Toward Counseling-Center Services and Perceived Problem Areas (Doctoral dissertation, Michigan State University).

Found that culturally or racially different students have different service-utilization patterns, perceived problems, negative attitudes toward counseling and psychotherapy and tend to prefer counselors of the same race or ethnicity. The groups included were Black, Asian-American, Hispanic, Native American and White.

Leung, Allan F. 1988. Role Conflict of Asian-American Psychotherapists: The Case of the Chinese- And Japanese-American Therapists (Doctoral dissertation, California School of Professional Psychology, Berkely).

Investigated the role conflict encountered by Chinese- and Japanese-American therapists. Western-American values that prescribe individualistic behaviors and the open expression of feeling were considered to compete with Eastern-Asian values that encourage cooperation and emotional restraint. The study's conclusions point toward the possibility that ethnocultural differences are important to consider in clinical thought, training and practice.

Mandlawitz, Lynda Karen. 1983. The Effects of a Career Guidance Program for Hispanic High School Students on Knowledge of Job Acquisition Skills, Career Expectations and Post-High School Plans (Doctoral dissertation, University of Massachusetts).

Describes the career guidance program set up for Hispanic high school students in Boston which had an impact on these students' occupational and educational goals.

Manzano, Edwin Emmanuel Antonio. 1987. An Asian-American Awareness Group Experience For NonAsian Counselors in Training (Doctoral dissertation, Boston University).

Examines the effects of an Asian American Awareness group experience on counseling psychology students enrolled n graduate study at a large urban university in the northeast United States. The Asian/Pacific American subgroups explored included the Chinese, Japanese, Filipino and Southeast Asia refugee.

Marrero, Santalynda Maria. 1983. The Relationship Between Occupational Choice and Attitudes Toward Women and Work (Doctoral dissertation, Rutgers University).

Discusses a study on high school students' attitudes towards women in the work force. Divided students into groups by grade levels, sex and race. Discovered ethnic, grade level and sex differences in attitudes towards women's occupations.

Murakawa, Fay Tamami. 1986. Effect of Race and Generation Level on Asian Americans' Perceptions of Therapist Effectiveness and Therapist Preference (Japanese, Chinese, Credibility) (Doctoral dissertation, California School of Professional Psychology, Los Angeles).

Investigated the effect of therapist race and client generation level on Asian Americans' perceptions of therapist effectiveness and therapist preference. Subjects completed a Cultural Lifestyle Inventory, listened to a tape and then completed the Counselor Effectiveness Rating Scale. Acculturation appears to influence how receptive an Asian American client will be to a Caucasian therapist.

Musleh, Khadder Elias. 1982. The Effects of Counselor Ethnicity and Counseling Approach on Arab-Americans' Perception of Counselor Credibility and Utility (Doctoral dissertation, Wayne State University).

Discusses the impact of counselor ethnicity and approach on Arab-American high school students

Nakama, George Masaji. 1980. Japanese-Americans' Expectations of Counseling: An Exploratory Survey (Doctoral dissertation, University of Southern California).

Explores the expectations Japanese-Americans have of counseling services and counselor's roles.

Noble, Vincente N. 1974. Client Perceptions of the Counseling Process in a Multicultural Population (Doctoral dissertation, Claremont Graduate School).

Discusses the perceptions that Oriental, black and Hispanic students have towards counseling services due to their cultural backgrounds.

Ochoa, Mariaelena Lopez. 1981. Group Counseling Chicano Troubled Youth: An Exploratory Group Counseling Project (Doctoral dissertation, University of Massachusetts).

Describes a group counseling project which supplied culturally sensitive support to troubled Hispanic youths. Includes counselor characteristics which enabled this project to successfully help these students.

Plotkin, Rosette Curcuruto. 1985. Effects of a Psychotherapy Presentation on Asians' Therapy Expectations and Help-Seeking Attitudes (Pretherapy Methods, Orientals, Beliefs, Perceptions) (Doctoral dissertation, University of North Texas).

investigated the effectiveness of an educational psychotherapy presentation on Asians' therapy expectations and help-seeking attitudes. The presentation consisted of an audio-taped lecture on therapist and client roles and the types of problems discussed in therapy. The psychotherapy presentation did not modify Asians' expectations or attitudes more than the control groups.

Ramos, Lloyd Phillip. 1981. The Effects of Ethnicity and Language on Mexican American ;Students' Perceptions of Counselors (Doctoral dissertation, Arizona State University).

Describes the impact of counselor ethnicity and language preference on high school Hispanic students' willingness to continue using the counseling services. Discusses the importance for counselors to be sensitive to their clients' cultural backgrounds.

Salazar, Arturo. 1977. The Need for Bilingual Vocational Education Programs in Secondary Schools as Perceived by Bilingual and Vocational Program Directors, Vocational Counselors, Secondary School Counselors and industry Representatives in Texas (Doctoral dissertation, Texas A&M University).

Stresses the need for bilingual personnel and bilingual vocational programs to meet the needs of high school minority students.

Takamura, Jeanette C. 1985. Trouble and the Use of Informal Support Systems: A Case of the Japanese Americans in Hawaii (Mental Health, Social Support, Self-Help, Asian Americans) (Doctoral dissertation, Brandeis University).

Examines the definitions of personal troubles and the informal trouble management approaches and resources utilized by a sample of forty Japanese Americans in Hawaii, members of a minority ethnocultural group in America which has consistently underutilized professional mental health services.

Warren, Marian Helen. 1987. Influences Affecting Career/Life Planning Aspirations As Perceived by Intellectually-Gifted, Ethnically-Diverse Adolescent Girls: A Case Study (Doctoral dissertation, University of San Diego).

Examines and assesses cultural influences as transmitted by the parents and community and as perceived by the intellectually-gifted-black, Pan/Asian and Hispanic-American adolescent female.

Wasescha, Blaine E. 1971. Comparison of American-Indian, Eskimo, Spanish-American and Anglo Youthful Offenders on the Minnesota Counseling Inventory (Doctoral dissertation, University of Utah).

Compares special problems of American-Indian, Eskimo, Hispanic and Anglo juvenile delinquents in Minnesota.

Willis, Myrtle Lois. 1988. Androgyny, Psychological Adjustment and Self-Esteem of Females from Different Ethnic Backgrounds (Doctoral dissertation, University of San Francisco).

Compared women from Anglo, Asian, black and Hispanic ethnic backgrounds in terms of their Bem sex-type (Masculine, Feminine, Androgynous, Undifferentiated), self-esteem and psychological adjustment.

Yiengst, Raquel. 1983. Perceptions of Puerto Rican and Anglo Parents Regarding Their Involvement in the Educational Process (Doctoral dissertation, Temple University).

Describes a study which evaluated the degree of involvement in the elementary educational system of parents of Puerto Rican and Anglo children. Discusses the impact of parental attitudes toward involvement on their children's academic success.

Yiu-Li, Chia R. 1979. Degree of Assimilation and Its Effect on the Preference of Counseling Style and on Self-Disclosure Among Chinese-Americans in Hawaii (Doctoral dissertation, Indiana University).

Explores the effects of the client-centered, behavior or psychodynamic counseling approach on Chinese-American students having different degrees of acculturation.

Agencies, Organizations and Materials Relevant to Counseling Limited English Proficient Students

Administration for Children, Youth and Families (ACYF), P.O. Box 1182, Washington, DC 20013, (202) 755-7794/7782 (Attn.: Soledad Arenas).

Alaska Youth Advocates, Inc., 298 E. Firewood Lane, Anchorage, AK 99503

- Provides young people with counseling, information and advocacy services to ensure the personal and legal rights of young people.

All Indian Pueblo Council, P.O. Box 6507-Station B, Albuquerque, NM 87197, (505) 247-0371.

- Assists 19 member tribes through various services. The council operates an education and advocacy program, a higher education scholarship program, a man power office, child services, a teacher-training program and a computer-based assisted training program. It runs a school for 300 children from the 19 member tribes and publishes the *Pueblo News*.

American Association for Counseling and Development (AACD), 5999 Stevenson Avenue, Alexandria, Virginia 22304-3303, (703) 823-9800; 1-800-545-AACD

- Works to meet the professional needs of counseling and human development specialists.

American Indian Education Commission, 450 N. Grand Avenue, Rome H 135, Los Angeles, CA 90012, (213) 625-6375.

- Seeks support for issues which affect Indian students, teachers and parents. It also is developing an Indian studies course. AIEC is working on bilingual/bicultural programs for Los Angeles schools.

American Indian Movement, 1201 Fourth Street, SE, Minneapolis, MN 55414, (612) 379-1550.

- Encourages self-determination by Indian peoples. It also offers educational programs, assembles resource materials and helps with some job placement. AIM publishes *Survival News*.

American Library Association, 50 E. Huron Street, Chicago, IL 60601, (312) 944-6780.

Andromeda Latino Mental Health Center, 1823 18th Street NW, Washington, DC 20009, (800) 647-0123 or (202) 387-8926.

Asian American Educational Task Force, 6929 California Street, San Francisco, CA 94121, (415) 386-2006.

- Concerned with the quality of education available to students of Asian-American origin. The Task Force encourage Asian studies programs and reviews textbooks for materials on the Asian heritage.

Asian Americans for Community Involvement, 209 W. Santa Clara Street, San Jose, CA 95113.

- A nonprofit organization in education, advocating for affirmative action, human services and civil rights of Asian Americans. It sponsors and Asian Pacific mental Health Program, maintains a job announcement file and publishes a monthly AACI-GRAM.

Association for the Advancement of Mexican Americans, 204 Clifton Street, Houston, TX 77011, (713) 926-9491.

- Assists individuals in overcoming barriers which prevent upward mobility.
- Works with high school dropouts in areas of educational plans.

ASPIRA of America, 205 Lexington Avenue, 12th Floor, New York, NY 10016, (212) 889-6101.

Barrio Education Project, 2548 Culebra, San Antonio, TX 78228, (512) 432-4941.

- Dedicates itself to bringing education and services to the barrio. The main objective is to produce a qualitative change in individuals and the community.

Bilingual Education Program, Hillsborogh County Public Schools, P.O. Box 3408, Tampa, FL 33601-3408.

- Offers Counseling the Limited English Proficient Student: Handbook for Guidance Counselors, a guide to help counselor understand cultural differences an implement activities to improve cultural understanding. Includes specific activities to use.

Bilingual Special Education Training Programs and Handicapped Minority Research Institute, Department of Special Education, University of Texas, Austin, TX 78712, (512) 471-6244.

Bilingual Unified for Educational Opportunities (BUENO), University of Colorado, Education Building, Campus Box 249, Boulder, CO 80309, (303) 492-5416.

- Funded by the Department of Education to provide bilingual educational assistance to its region.

Break Free Inc., 11 John Street, New York, NY 10038, (212) 267-0472.

- Develops educational opportunities for the disadvantaged and sponsors the lower East side Prep School (to provide an alternative high school program for 500 students), a college counseling program, a career development program and an ethnic heritage curricular project.

Bridge Fund, Inc., 531 Massachusetts Avenue, Boston, MA 02118, (617) 266-0924, ext. 21.

- Operates an Upward Bound Program to assist minority and low income students with educational planning.

Bronx Educational Services, 986 E. 181st Street, Bronx, NY 10460, (212) 367-6700.

- Serves minority children and adults.
- Offers reading and educational programs and other community services.

California Human Development Corporation, 9257 Windsor Road, P.O. Box 10, Windsor, CA 95452, (707) 838-4351.

- Serves the minority migrant farm worker population with a variety of services.

- Is funded by the U S Department of Labor
- Helps migrants to locate permanent jobs and train for them
- Provides referrals and counseling in health, housing and education

Cambodian Buddhist Society, 6301 Westborrk Drive, New Carrolton, MD 20784, (301) 577-7596.

- Makes available material on Cambodian culture and religion and counsels Cambodian refugees

Caribbean Training Center, Box 36, Naranjito, PR 00719

Casa Maria Community Center, 1500 Trumbull, Detroit, MI 48216, (313) 962-4230.

- Serves a number of minority groups with education programs (ranging from preschool to adult education), counseling and career skills, development activities and recreation programs

Catholic Charities, 748 North President street, Jackson, MS 39201.

Catholic Social Services, P.O. Box 1457, Biloxi, MS 39533.

Catholic Spanish Center, 3055 Mount Pleasant Street, NW, Washington, DC 20009, (202) 667-7228.

- This center is an education agency with programs ranging from secretarial science, English as a second language, citizenship, sewing, GED examination preparation, to basic skills in mathematics and writing.

Center for Applied Linguistics, 3520 Prospect Street NW, Washington, DC 20007, (202) 298-9292.

- Sponsors a number of activities to help U S residents whose native language is not English.

Center for Indian Education, College of Education, Farmer 302, Arizona State University, Tempe, AZ 85281, (602) 965-6292.

- Prepares teachers of Indian children, provides educational resources and services to those interested in Indian education and co-sponsors conferences with state agencies. CIE also provides assistance to tribes, organizations, agencies, schools, curricula and job referrals. It publishes the *Journal of American Indian Education.*

Centro Hispano De Desarrollo Educativo, 1840 Kalorama Road, NW, Washington, DC 20009, (202) 462-8848.

- Known as the Spanish Education Development Center, this agency has developed into a comprehensive educational program for the Hispanic community. Among its programs are those of English training, tutoring, career and educational youth work, adult education and family life education.

Chicano Education Project, 1444 Stuart, Lakewood, CO 80204.

- Advances the interests of minority education by providing research, technical assistance and practical plans for resolving problems in education. The project publishes *Un Nuevo Dia,* which is concerned with bilingual/bicultural education.

Chicanos Por La Causa, Inc., Westside Training Center, 3356 West Catalina, Phoenix, AZ 85017, (602) 629-6485.

Children's Defense Fund, 122 C Street, NW, Washington, DC 20001, (202) 628-8787.

- Focuses on programs and policies that affect children of America by gathering data, publishing reports and providing information in the areas of health, education, child welfare, mental health, child development, adolescent pregnancy prevention and youth employment. Also acts as advocate in legal battles that concern children's rights and monitors the implementation of policies at the state and federal levels. Provides a network of child advocates, organizations and public officials with technical assistance and support. Publishes materials for use in educating the adult populace in matters that concern children and families.

Children's Rights Group, 693 Mission Street, Suite 500, San Francisco, CA 94105.

- This organization was formed to expand and improve resources serving minority and low-income children in the West and Southwest. It publishes the quarterly *Children's Rights News.*

Chinatown Service Center - Washington, 803 H. Street, NW, Washington, DC 20001, (202) 638-1041.

- Provides bilingual services to the Chinese youth of San Francisco. The services offered include individual and family counseling, drug prevention/education and counseling, basic skills training, employment counseling and placement.

Christian Council of Metropolitan Atlanta, Inc., 848 Peachtree Street, NE, Atlanta, GA 30308.

CODAMA Services, Inc., 124 West Thomas, Phoenix, AZ 85013.

Community Care Network, 5333 North Seventh Street, Building 2, Suite 110, Phoenix, AZ 85014

Computer Assisted Career Exploration Program, MicroCAREERS, College of Education, Bluemont Hall 363, Kansas State University, Manhattan, KS 66506, (913) 532-6540

- Makes available a microcomputerized career exploration program for use with Spanish-speaking students entitled "Exploración de Carreras." Provides self-description choices and occupational matchups. Offers information about 300 occupations and comes with instructions, workbooks, and worksheets (Cost: $395).

Consortium on Employment Communication, Center for Career Studies; IE2-117, California State University, Long Beach, CA 90840.

- Provides guidance materials for LEP adults.

Department of Social Services, Building Number 10, 2nd Floor, P.O. Box 11398, Naval Base, Santurce, PR 00910.

Ethnic Information Sources of the U.S., Gale Research Company, Book Tower, Detroit, ME 48006, (313) 961-2242.

- Sources of information on minorities in the U.S.

ERIC Clearinghouse on Counseling and Personnel Services, University of Michigan School of Education, Room 2108, 610 East University, Ann Arbor, Michigan 48109-1259 (313) 764-9492

- Funded by the U.S. Department of Education, Office of Educational Research and Improvement (OERI), acquires and processes materials for the ERIC database and responds to inquiries in the following subject areas: preparation, practice, and supervision of counselors at all educational levels; theoretical development of counseling and guidance; use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information; and personnel workers and their relation to career planning, family consultations, and student orientation activities.

Georgia Mutual Assistance Association Consortium (GMAAC), 535 North Central Avenue, Suite 103, Hapeville, GA 30354, (404) 763-4240/4241.

- Provides refugees from Afghanistan, Cambodia, Laos, The horn of Africa and Vietnam with basic transitional and self-development services such as individual and family counseling, case management, interpretation, translation, advocacy, referral, preventative education and life-coping skill orientation.
- Languages spoken by the bilingual-multicultural staff include Arabic, Dari, Khmer, Vietnamese, Tigrina, Pashtoo, Lao, Amharic, Tigre and Oromotta.
- Also educates schools, the public and private organizations about the special needs and contributions of these refugee groups.
- Encourages the maintenance of the cultural heritage of refugee communities.

Hispanic Health & Mental Health Association, 425 Broadway Street, Camden, NJ 03103, (609) 541-6985.

- Made up of bilingual/bicultural professionals who serve the general community of South Jersey with individual, group and family counseling. Also operates an outpatient drug therapy program to reintegrate drug abusers into their community. Includes other services such as testing, translation, training in parenting and educating in health and nutrition.

InterAmerica Midwest Multifunctional Resource Center (MRC-SA7), 360 E. Devon Street, Suite 3011, Des Plaines, Illinois 60018, (708) 296-6070

- Center funded by the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), provides training and technical assistance to educators and parents of limited English proficient (LEP) and language minority students. Collects and disseminates information to other MRC's on counseling for LEP student education. Regional service area: Illinois, Kansas, Indiana, Missouri, Nebraska.

Inter American University of Puerto Rico (Universidad Interamericana de Puerto Rico), Office of External Resources, Central Administration, G.P.O. Box 3255, San Juan, Puerto Rico 00936

- Provides Spanish workshops, workbooks, manuals, filmstrips, audio/videocassettes and others on such subjects as sex equity in career counseling, sex discrimination in the work force and techniques for avoiding discrimination in interviewing and resume writing.

International Committee Against Mental Illness, 418 E. 76th Street, New York, NY 10021, (212) 628-4469.

International Counseling Center (ICC), 3000 Connecticut Avenue, NW, Suite 138, Washington, D.C. 20008, (202) 483-0700

- The International Counseling Center (ICC) is a private, non-profit organization, offering specialized resources to service providers, educators, policy-makers, organizations, and individuals seeking ways to respond to the challenges of a multicultural society. The center develops training programs, provides assessments and counseling, and facilitates production of publications in the field of cross-cultural counseling.

International Society for Education, Training and Research (SIETAR), 1505 Twenty-second Street, NW, Washington, DC 20037, (202) 296-4710

- SIETAR serves as a clearinghouse for the International Counseling Center (ICC), and collects information on cross-cultural counseling, training, and education to individuals, families and organizations through a network of highly qualified clinicians and consultants.

Latin American Youth Center (or Centro de Juventud Latinoamericana), 3045 15th Street, NW, Washington DC 20009, (202) 483-1140.

- Offers classroom vocational training in such areas as accounting, word processing, clerk typing, graphic arts and catering. Also offers a work experience program in clerical, food service, automobile repair, counseling and printing positions. Also provides educational services in the form of ESL courses and GED studies.

LULAC National Educational Service Centers, Inc., 400 First Street, NW, Washington, DC 20001, (202) 347-1652.

- An educational organization sponsored by the League of United Latin American Citizens with three main objectives: (a) to increase the number of educationally disadvantaged persons attending America's colleges with special emphasis upon Hispanic American students, (b) to increase the retention in college of these students and (C) to increase the awareness of the educational problems of the Hispanic Community.
- Services include counseling, technical assistance and advocacy.

Mental Health Association of New York and Bronx Counties, Inc., 1440 Broadway, New York, NY 10018, (212) 840-0555.

Metropolitan Indochinese Children and Adolescent Services, 302 Broadway, Chelsea, MA 02150, (617) 889-2760. (A program of the South Cove Community Health Center)

- Provides counseling services to immigrants from Cambodia, Laos and Vietnam in their homes and in the public school systems throughout the greater Boston area. Services include individual, family and group counseling; academic and vocational counseling; testing and evaluation; interpretation; information and referral; and transportation services.

Mexican American Legal Defense and Education Fund (MALDEF), 1701 18th Street, NW, Washington, DC 20009, (202) 359-5111.

- Combines litigation, research and public policy and community education programs to ensure Hispanics equal rights in education, employment, voting rights, immigration and naturalization.

Mississippi Baptist Convention Board, 515 Mississippi Street, Jackson, MS 39201.

Multicultural counseling and Development (AACD), 5999 Stevenson Avenue, Alexandria, VA 22304

National Association of School Psychologists (NASP), 8455 Colesville Rd., Silver Spring, Maryland 20910, (301) 608-0500

- The purpose of the National Association of School Psychologists is to serve the mental health and educational interests of all youth, and as the proportion of ethnic minority children is increasing in the total school populations to respond to the challenges that arise within a multicultural counseling relationship.

National Council of La Raza, 20 F Street, NW, 2nd Floor, Washington, DC 20001, (202) 628-9600.

- Provides such services as research and advocacy in support of all Hispanics and technical assistance and programmatic support to Hispanics and technical assistance and programmatic support to Hispanic organizations. It publishes a quarterly *Agenda* and a bi-annually *El Noticiero.*

***National Directory of Psychologists Working with Non-English Speaking Students.* 1983. Compiled [illegible] Jennifer O. Loiseau, Program Psychologist, Transitional Bilingual Education Program, University Park School, 2400 Hildebrand Street, Charlotte, NC 28216.**

- Lists psychologists, along with information about their work, by name, by state and by type of ethnic group they work with.

National Health Information Clearinghouse. P.O. Box 1133. (800) 336-4797 and (703) 522-2590.

- Provides a referral service to relevant agencies to get information on problems related to students health.

National Maternal and Child Health Clearinghouse. 3520 Prospect Street. NW, Ground Floor, Suite 1, Washington, DC 20057, (202) 625-8410.

National Puerto Rican Coalition, Inc.. 701 N. Fairfax Street. Suite 310. Alexandria. VA 22314. (703) 684-0020.

- Wants to improve the social and economic condition of Puerto Ricans in the United States.
- Coordinates 30 national, regional and statewide organizations and publishes a monthly NPRC Report.

New York City Department of Mental Health & Mental Retardation Service, Information and Referral Service, 93 Worth Street, New York, NY 10013, (212) 566-5222.

Occupational/Placement Specialists, Department of Career Education, 1410 NE Second Avenue, Room 905, Miami, FL 33132, (305) 350-3074.

- Provides a career-educational link between schools and the working world by providing in-depth knowledge of career/educational opportunities and necessary employability skills. Provides specialists trained outside the field of education who can relate classroom activities to real world situations and instill students with a positive attitude towards work.

Ocean View School District. 2382 Etting Road. Oxnard. CA 93030. (805) 488-4441.

- Provides information on "Project Assist," a bilingual program designed to aid junior high LEP students in acculturation with an emphasis on the role of the bilingual, cross-cultural counselor, including a program implementation manual and videotapes on counseling methods, placement procedures and LEP student experiences.
- Also provides information of "Project R.I.P.E.," a program designed to aid K-5 LEP children in acculturation by such methods as individual and group counseling, career awareness goal setting, assessment procedures, language training, tutoring and parental involvement.

Puerto Rican Family Institute, 1133 Frailes Capuchinos Street, P.O. Box 21098, Rio Piedras, PR 00928.

- Provides counseling services to Puerto Rican families as well as assistance in education, employment, housing and health matters. Also presents immigrant concerns to public school personnel, government agencies and colleges and universities in the form of consultation, workshops, lectures, conferences and seminars.

Puerto Rican Legal Defense and Education Fund (PRLDEF), 99 Hudson Street, New York, NY 10013, (212) 219-3360.

Queens County Mental Health Society, Inc., 80-45 Winchester Blvd., Hollis, NY 11423, (718) 479-0030.

Santa Clara County, Office of Education, Career/Vocational Education & Guidance Department Publications, Mail Code 236, 100 Skyport Drive, San Jose, Ca 95115, (408) 947-6500/6756.

- Offers *Resource Guide for Career Counseling Spanish-Speaking and Chicano Students*, a handbook designed to give counselors background information on counseling techniques to use with Hispanic students. Contains sections on student testing, self-esteem, motivation, retention and career goals.
- Also offers *Career Planning for Chicano/Latino Students*, a bilingual companion curriculum guideline that outlines 50 hours worth of career guidance instruction for use.
- Also offers *Career Development for Indochinese: A Curriculum Guide*, a manual containing over 60 hours of lessons, along with materials and instructions in several languages, designed to aid Indochinese students in their career choices.
- Also offers *Career Counseling Materials and Techniques for Use with Vietnamese*, a bilingual manual designed to give counselors information about and techniques for counseling Vietnamese in their career options.
- Also offers *Mi Carrera: A Program to Provide Career/Vocational Guidance to Spanish-Speaking High School Students*, a 4 volume set including *Choose Your Future/Escoge tu Futuro*, *Exploring Five Vocational Areas/Explorando Cinco Areas Vocacionales*, *Future Visions/Visiones Futuras*, and *Effective Career Planning with Hispanic High School Student*.

SEA Bilingual Education Program, Estado Libre Associado de Puerto Rico, Departamento de Instrucción Publica, Hato Rey, Puerto Rico.

- Offers *Estudiantes Facilitadores: Peer Counselors* (1977), a handbook in Spanish discussing the history, usefulness and implementation of a peer counseling program.
- Also offers *Folleto de Informàcion para Orientadores* (1981, 2nd ed.), a handbook that discusses the use of role playing and simulations, self-awareness activities and vocational exploration and guidance.

South Carolina Refugee Agency, P.O. Box 1520, Columbia, SC 29202.

Spanish-Speaking Mental Health Research Center (SSMHRC), UCLA, A352 Franz Hall, Los Angeles, CA 90024, (213) 825-8886.

- Publishes the *Spanish Speaking Mental Health Research Center Research Bulletin* which deals with the concerns of Latino immigrants, especially those from war-torn areas of Central America.
- Also publishes the *Hispanic Journal of Behavioral Sciences*.

Staten Island Mental Health Society, 657 Castleton Ave., Staten Island, NY 10301, (718) 442-2225.

Programs and Courses For Counselor Training

The following list is comprised of major universities which offer programs in the field of counseling, relevant courses available in the curricula and the group advocacy programs intended to meet the needs of ethnic minority students. Although this list is not exhaustive, most of the major universities are included. Also included are universities which do not offer counseling degree programs, but do offer services for ethnic minority students.

ALASKA PACIFIC UNIVERSITY, Office of Graduate Programs, Program in counseling Psychology, Anchorage, AK 99508

Programs:

- M.S. Counseling Psychology
- M.A. Pacific Rim Studies

Special Courses:

- Modern East and Southeast Asia
- Contemporary China and Japan
- History and Culture of Alaska Natives

AUBURN UNIVERSITY, Counseling and Counseling Psychology, Auburn University, Alabama, 36849

Programs:

- Ph.D. Counseling Psychology; Counselor Education
- Ed.D. Counseling; Counseling Psychology

Special Courses:

- Counseling Diverse Populations

BALL STATE UNIVERSITY, Teachers College, Department of Counseling Psychology and Guidance Services Teachers College, Muncie, IN 47306

Programs:

- M.A. in Pre-Co Psychology
- Ph.D. in Counseling Psychology

Special Courses:

- Multicultural Counseling

(Has a minority student development house which is a source of information, programs, and services designed to meet the specific needs of minority students.)

BOSTON COLLEGE, Graduate School of Arts and Sciences, Division of Graduate Education, Division of Counseling Psychology and School Psychology, Chestnut Hill, MA 01267

Programs:

- M.A./M.S. in Counseling Psychology
- M.Ed. in Counseling Psychology
- M.Ed. in Elementary School Counseling
- M.Ed. in Secondary School Counseling

BOSTON UNIVERSITY, Program in Counseling Psychology, SED, Boston University, 605 Commonwealth Avenue, Boston, MA 02215

Programs:

- M.Ed. in School Counseling (Bilingual Cross-Cultural emphasis)
- Ed.D. in Counseling Psychology (cross-cultural emphasis)

BRADLEY UNIVERSITY

Group Advocacy Program:

- Minority Student Services
  Ted Chapin
  6251 Post Oak
  Peoria, IL 61615
  (309) 677-2409

BRIGHAM YOUNG UNIVERSITY, College of Education, Department of Education Psychology, Provo, UT 84602

Programs:

- M.S. in Counseling and Guidance
- Ed.D. in Counseling and Personnel Services
- Ph.D. in Counseling Psychology

Special Courses:
- Career Guidance
- Language Development

(Has Multicultural Programs to help minority students by providing certain support functions such as financial aid, counseling, seeking career employment, etc.)

CALIFORNIA INSTITUTE OF INTEGRAL STUDIES. Counseling Psychology. San Francisco, CA 94117

Programs:
- M.A. in East-West Psychology
- Ph.D. in East-West Psychology (Focusing on Cross-Cultural Studies and Consulting)

Special Courses:
- Eastern Systems of Thought -- Asian
- Theories of Personality and Self
- History and Systems of Psychology - East and West

CALIFORNIA PROFESSIONAL SCHOOL OF PSYCHOLOGY, Emphasis on minority mental health

Programs:
- Ph.D. in Clinical Psychology

Special Courses:
- Minority Mental Health
- Psychological Assessment (including culturally sensitive assessment)

COLORADO STATE UNIVERSITY, College of Natural Sciences, Department of Psychology, Fort Collins, CO 80523

Programs:
- M.S. in Counseling Psychology
- Ph.D. in Counseling Psychology

Group Advocacy Programs:

- Asian-American Student Services
  Aylesworth Hall NE, 113
  Ft. Collins, CO 80523
  (303) 491-3690

(Promotes and supports the academic success of Asian-Americans and provides opportunities to do so.)

- El Centro/Hispanic Student Services
  Lory Student Center, 178
  Ft. Collins, CO 80523
  (303) 491-5722
- Native American Student Services
  Student Services Building, 316
  Ft. Collins, CO 80523

(Encourages student utilization of existing counseling, academic and financial aid resources.)

COLUMBIA UNIVERSITY, Teachers College, Department of Counseling Psychology, 525 West 120th Street, New York, NY 10027

Programs:
- M.A. in Counseling
- Ph.D. in Counseling Psychology
- Ed.D. in Counseling
- Specialization in Cross-Cultural Counseling

CORNELL UNIVERSITY, Advising and; Counseling Services, 17 Roberts Hall, Ithica, NY 14853-3101

EAST TEXAS STATE UNIVERSITY, College of Education, Department of Psychology, Commerce, TX 75428

Programs:
- M.A./M.S. in Counseling Psychology
- M.S./M.Ed. in Counseling and Guidance
- Ph.D. in Counseling Psychology
- Ph.D. in Counseling and Guidance

Special Courses:
- American Subcultural Groups
- Planning and Organizing Programs of Vocational Guidance

EMPORIA STATE UNIVERSITY, Division of Counseling Education and Rehabilitation Program, Emporia, KS 66801

Programs:

- M.S. in Elementary School Counseling
- M.S. in Secondary School Counseling
- M.S. in Student Personnel
- Ed.S. in Elementary School Counseling
- Ed.S. in Secondary School Counseling

Special Courses:

- Multicultural Counseling
- Cultural Relations

FIELDING INSTITUTE, Programs in Psychology including Counseling. Santa Barbara, CA 93105

Programs:

- M.A. in Counseling Psychology
- Ph.D. in Counseling Psychology

FLORIDA STATE UNIVERSITY

Group Advocacy Program:

- Student Counseling Center
  Office of Minority Student Affairs
  Tallahassee, FL 32303

FLORIDA INTERNATIONAL UNIVERSITY, Miami, FL 33199

Special Courses:

- Counseling the Culturally Different
- Advanced Practicum in Counseling
- Non-Biased Educational and Psychological Assessment

FORDHAM UNIVERSITY, Graduate School of Education, Division of Psychological and Educational Services, Bronx, NY 10458

Programs:

- Ph.D. in Clinical Psychology with a subspecialty of Community Psychology

Special Courses:

- Concepts and Issues in Clinical Services for Ethnic Minorities

GEORGE MASON UNIVERSITY

Group Advocacy Programs:

- Minority Student Services
  4400 University Drive
  Fairfax, VA 22030
  (703) 323-2165
  (703) 323-2383

(Helps the university with respect to planning and programming for ethnic minorities by providing continuity to services for minority students. An important function of the office is to help students understand their academic needs and find appropriate ways to meet them.)

GEORGIA STATE UNIVERSITY, College of Education, Department of Counseling and Psychological Services, Program in Community Counseling. Atlanta, GA 30303

Programs:

- Ph.D. in Counseling Psychology
- M.Ed. in School Counseling

Henderson State University, 1100 Henderson St., Arkadelphia, AR 71923

Programs:

- M.S.E. Counselor Education in the Elementary School or in the Secondary School

Special Courses:

- Global Studies
- Social and Cultural Foundations of Counseling

IDAHO STATE UNIVERSITY, College of Education, Department of Counselor Education and Special Education, Pocatello, ID 83029

Programs:

- Ed.S. in School Psychology and in Counseling
- Ed.D. in Counselor Education and Counseling
- M.A. in School Counseling

Special Courses:
- Cultural Counseling

ILLINOIS STATE UNIVERSITY

Group Advocacy Programs:
- Office of Minority Student Services
  305 N. School
  (309) 438-8968

INDIANA STATE UNIVERSITY, School of Education, Department of Counseling, Terre Haute, IN 47809

Programs:
- M.Ed. in School Counseling
- Ph.D. in Counseling Psychology
- Ph.D. in Counselor Education
- Ph.D. in Guidance

Special Courses:
- Multicultural Counseling

IOWA STATE UNIVERSITY, College of Sciences and Humanities, Department of Psychology, Ames, IA 50011

Programs:
- M.S. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:
- Cross Cultural Issues in Counseling

JOHN HOPKINS UNIVERSITY, Minority and International Student Alliance, c/o Coordinator of Human Services, 615 N. Wolfe Street 1512, Baltimore, MD 21205-2179

(Provides a support group at the school for students and faculty who are American minorities or are from developing countries by means of free academic and administrative assistance, educational programs outside the regular curriculum that promote cultural and political awareness, advocacy for a curriculum which addresses issues of medically underserved communities and community activities which put into practice public health principles.)

KANSAS STATE UNIVERSITY, Office of Special Services, 201 Holten Hall, Manhatten, KS 66506, (913) 532-6436 or (913) 532-5642

Group Advocacy Programs:
- Minority and Cultural Affairs

(Encourages minority students to seek leadership roles on campus, supports minority student organizations and assists organizations and programs which bring minority leaders to the campus.)

KENT STATE UNIVERSITY, Graduate School of Education, Department of Educational Psychology, Administration, Technology and Foundations, Program in Counseling Psychology, Kent, OH 44242

Programs:
- Ph.D. in counseling Psychology

Special Courses:
- Counseling the Culturally Different

LEHIGH UNIVERSITY, College of Education, Programs in Elementary, Secondary and Community Counseling, Bethlehem PA 18015

Programs:
- Ph.D. in Counseling Psychology

LEWIS & CLARK COLLEGE, Department of Psychology, 615 Palatine Hill Road, Portland, OR 97219

Programs:
- M.A. in Counseling Psychology
- M.S. in Counseling Psychology
- M.S. in School Psychology

Special Courses:
- The Psychology of Exceptional Children
- Clinical Work with Ethnic Minorities

LOUISIANA STATE UNIVERSITY, Department of Administrative and Foundational Services, Baton Rouge, LA 70803

Programs:

- M.A. in Counselor Education
- M.Ed. in Counselor Education
- Ed.S. in Counselor Education

Special Courses:

- Cultural Pluralism in American Education

LOYOLA UNIVERSITY, Department of Education, 6363 St. Charles Avenue, New Orleans, LA 70118

Programs:

- M.Ed. in Counseling

Special Courses:

- Culture and Language
- Seminars in Urban Education I and II

MARSHALL UNIVERSITY, 400 Hal Greer Blvd., Huntington, WV 25755

Programs:

- Master's degree in counseling with specializations in Elementary School Counseling, Secondary School Counseling and Student Personnel Work in Higher Education

Special Courses:

- Cross Cultural Perspectives in Counseling

MARQUETTE UNIVERSITY, Milwaukee, WI 53233

Group Advocacy Programs:

- Multi-Cultural Center

(Provides learning resources, programs and supportive services to meet the needs of students from various minority cultures.)

- American Indian Office

(Provides services such as counseling on admissions, financial aid, personal and academic problems and even planning for cultural activities.)

MICHIGAN STATE UNIVERSITY, College of Education, School of Health Education, Counseling Psychology and Human Performance, East Lansing, MI 48824

Programs:

- M.A. in Counseling
- Ph.D. in Counseling Psychology

Special Courses:

- Language, Literacy, Learning
- Policy and Legal Issues in Testing

Group Advocacy Programs:

- Office of the Vice President for Student Affairs and Services, Coordinated Minority Student Programs

(Designed to enhance the quality of life for minority students.)

MONTANA STATE UNIVERSITY, Counselor Education, Bozeman, MT 59715

Programs:

- Ed.D. in Counseling & Human Services Development (strong multicultural emphasis)

NEW MEXICO STATE UNIVERSITY, College of Education, Department of Counseling and Educational Psychology, Las Cruces, NM 88003

Programs:

- M.A. in Counseling and Guidance
- Ed.S. in Counseling and Guidance
- Ed.D. in Counselor Education
- Ph.D. in Counseling Psychology

Special Courses:

- Testing the Culturally Different
- Cultural Diversity
- Self-Concept in the Educational Setting

NORTHERN MICHIGAN UNIVERSITY, Student Supportive Services, Cohodas, Administrative Center 405, Marquette, NJ 49855

NORTHWESTERN UNIVERSITY, School of Education and Social Policy, Program in counseling Psychology, Evanston, IL 60201

Programs:
- M.A. in Counseling Psychology
- Ph.D. in Counseling Psychology

OHIO STATE UNIVERSITY, Office of Minority Affairs, 210 Bricker Hall, 190 North Oval Mall, Columbus, OH 43229, (614) 422-0964

OKLAHOMA STATE UNIVERSITY, Department of Applied Behavioral Studies, 116 North Murray Hall, Stillwater, OK 74078, (405) 624-6040

Programs:
- Elementary School Counseling
- Secondary School Counseling

Special Courses:
- Multicultural Counseling
- Women: A Cross-Cultural Perspective

Group Advocacy Programs:
- Minority Programs and Services

(Provides educational and personal growth opportunities to enhance the university experience for minority students through one-to-one counseling, group counseling, outreach programs, academic skill development program and tutoring.)

PENNSYLVANIA STATE UNIVERSITY, College of education, Division of Counseling and Educational Psychology, University Park, PA 16802

Programs:
- M.S. in Educational Psychology
- Ph.D. in Educational Psychology
- Ph.D. in Clinical Psychology
- Ph.D. in Social Psychology

Special Courses:
- Cultural Psychology

RHODE ISLAND COLLEGE, School of Education and Human Development, Department of Counseling and Educational Psychology, Program in Agency Counseling, Providence, RI 02908

Programs:
- M.A. in Educational Psychology
- M.Ed. in Counselor Education

Special Courses:
- Counseling Minority Groups
- Psychology of Race and Class

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, New Brunswick, Graduate School of Education, Department of Educational Psychology, Program in Counseling Psychology and Guidance, New Brunswick, NJ 08903

Programs:
- Ed.M. in Counseling Psychology
- Ed.D. in Counseling Psychology

SAN DIEGO STATE UNIVERSITY, College of Education, Department of Counselor Education, San Diego, CA 92182-0162, (619) 265-6109

Programs:
- M.S. in Counseling
- Bilingual School Psychologists Training Program

Group Advocacy Programs:
- Division of Student Affairs, Educational Opportunity Programs
  5172 ½ College Avenue
  San Diego, CA 92182

(Assists undergraduate low-income students, students from diverse cultural and linguistic backgrounds and students needing special academic admissions. The program recruits and enrolls students and offers a variety of support activities.)

SETON HALL UNIVERSITY, College of Education and Human Services, Department of Counseling Psychology, South Organe, NJ 07079

Programs:
- M.A. in Counselor Preparation
- Ph.D. in Counseling Psychology

Special Courses:
- Problems and Techniques of Counseling

SOUTH DAKOTA STATE UNIVERSITY, Counseling Education, Harding Hall, Department of Education, Box 2220, Brookings, SD 57007

Programs:
- M.S. in Counseling, Guidance and Personnel Service

Special Courses:
- Multicultural Counseling

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE, College of Liberal Arts, Department of Psychology, Carbondale, IL 62901

Programs:
- M.A. in Counseling Psychology
- M.S. in Counseling Psychology
- Ph.D. in Counseling Psychology
- M.S. in School Counseling
- Ph.D. in Counseling Education

SOUTHWEST TEXAS STATE UNIVERSITY, Counseling and Guidance, Department of Education, San Marcos, TX 78666

Programs:
- M.Ed. in Counseling and Guidance

Special Courses:
- Multicultural Counseling

STATE UNIVERSITY OF NEW YORK AT ALBANY, School of Education, Department of Counseling Psychology, Albany, NY 12222

Programs:
- M.S. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:
- Counseling with Special Community Groups

STATE UNIVERSITY OF NEW YORK AT BUFFALO, College of Graduate Education, Faculty of Educational Studies, Department of Counseling and Educational Psychology, Buffalo, NY 14260

Programs:
- Ph.D. in Counseling Psychology
- Ph.D. in Counselor Education

Syracuse University, Counseling Guidance, 370 Huntington Hall, Syracuse, NY 13210

Programs:
- M.S. in Counseling and Guidance
- Ph.D. in Counseling and Guidance
- Cross-Cultural Counseling Certificate

Special Courses:
- Multicultural Counseling

TEMPLE UNIVERSITY, College of Education, Department of Psychological Studies in Education, Program in Counseling Psychology, Philadelphia, PA 19122

Programs:
- M.Ed. in Counselor Education
- Ed.D. in Counselor Education
- Ph.D. in Counseling Psychology

Special Courses:
- Counseling with the Culturally Different
- Counseling in Community Agencies

TENNESSEE TECH UNIVERSITY, College of Education, Cookeville, TN 38505

Programs:
- M.A. in Educational Psychology
- M.A. in Counselor Education
- Ed.S. in Educational Psychology
- Ed.S. in Counselor Education

Special Courses:
- Education in Cross-Cultural Perspectives

TEXAS A&M UNIVERSITY, College of Education, Department of Educational Psychology, College Station, TX 77843

Programs:
- M.Ed. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:
- Multicultural Counseling

Group Advocacy Programs:
- Multicultural Services Center
  151 Bizzell-West
  (409) 845-4551

TEXAS TECH UNIVERSITY, Graduate School, College of Arts and Sciences, Department of Psychology, Lubbock, TX 76204

Programs:
- M.A. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:
- History and Systems of Psychology

THE UNIVERSITY OF ALABAMA, Box 870300, Tuscaloosa, AL 35487-0300

Programs:
- Ed.S. in Education Psychology
- Ph.D. in Education Psychology
- Ed.D. in Education Psychology
- M.A. in School Counseling
- Ed.D. in Counselor Education
- Ph.D. in Counselor Education

Special Courses:
- Multicultural Education

THE UNIVERSITY OF TEXAS AT SAN ANTONIO, College of Social and Behavioral Sciences, Division of Bicultural Studies, San Antonio, TX 78285, (612) 691-4426

Programs:
- M.A. in Bicultural-Bilingual Studies with a Counselor Certification
- M.A. in Education with a Counselor Certification

Special Courses:
- Multicultural Groups in the United States
- Testing members of Bicultural Societies
- Psychological Considerations in Bicultural-Bilingual Environments
- Prototypes of Bicultural-Bilingual Education Programs
- Communication in Bilingual Classrooms

UNIVERSITY OF AKRON, Buchtel College of Arts and Sciences, Department of Psychology, Akron, OH 44325

Programs:
- M.A. in Counseling Psychology
- Ph.D. in Counseling Psychology

UNIVERSITY OF AKRON, College of Education, Department of Counseling and Special Education

UNIVERSITY OF ALASKA-FAIRBANKS, Alaska Native Programs, Gruening Building, Fairbanks, AK 99775, (503) 474-7181

Programs:
- M.A. in Counseling Psychology and School Psychology
- M.A. in Counseling and Special Education
- M.Ed. in Guidance and Counseling
- Ph.D. in Counseling Psychology
- Ph.D. in Guidance and Counseling

Special Courses:
- Characteristics of Culturally Different Youth
- Preparation for Teaching Culturally Different Youth

UNIVERSITY OF ALBERTA, Faculty of Graduate Studies and Research, Faculty of Education, Department of Educational Psychology, Edmonton, AB T6G2E2

Programs:
- M.Ed. in Counseling Psychology
- Ed.D. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:
- Cross Cultural Psychology--Cognitive Development
- Psychology of Language, Cognition and Bilingualism

UNIVERSITY OF ARKANSAS, Counselor Education, Fayetteville, AR 72701

Programs:
- Ed.S. in Counselor Education
- Ed.D. in Counselor Education
- M.Ed. in Counselor Education

Special Courses:
- Multicultural Counseling

UNIVERSITY OF ARIZONA, Student Services, Office of Minority Student Affairs, Old Main 235, Tucson, AZ 85721

Programs:
- M.A. in Educational Psychology
- Ed.S. in Educational Psychology
- Ph.D. in Educational Psychology
- M.A. in Bilingual/Multicultural Education
- M.Ed. in Bilingual/Bicultural Education

Special Courses:
- Language and Culture in Education
- Bilingual Reading and Writing
- Educating the Culturally Diverse
- Educating the Bilingual Learner
- Methods and Materials in Bilingual Education
- Multiethnic Literature and Literacy
- Cultural and Linguistic Diversity in Exceptional Learners

Group Advocacy Program:
- Office of Minority Student Affairs

(Recruits minority students to the university and retains those minority students who enroll. Provides tutoring, advising, career awareness services and study skills programs.)

UNIVERSITY OF CALIFORNIA-BERKELEY, Student Learning Center 220, Building T-8, Berkeley CA 94720, (415) 642-7224

UNIVERSITY OF CALIFORNIA-DAVIS, Educational Opportunity Program/Student Affirmation Action (EOP/SAA), 313 North Hall, Davis, CA 95616, (916) 752-3472

UNIVERSITY OF CALIFORNIA-IRVINE, Cross Cultural Center, Irvine, CA 92717, (714) 856-7215

Group Advocacy Program:
- Cross Cultural Center

(Provides a supportive community for ethnic minority students by offering a place for studying and socializing, by listing educational and career opportunities and advertising and supporting community events.)

UNIVERSITY OF CALIFORNIA-SANTA BARBARA, Graduate School of Education, Program in Counseling Psychology, Santa Barbara, CA 93106

Programs:
- M.A. in Cross Cultural Education
- M.A. in Counseling Psychology
- Ph.D. in Counseling Psychology

Group Advocacy Program:
- Educational Opportunity
  Program/Student Affirmation Action
  Building 434, Room 125
  Santa Barbara, CA 93106
  (805) 961-3235

(Designed to inform, recruit and support low income and/or underrepresented ethnic minority students. The services offered include counseling, tutoring,

housing assistance, a summer transition program and career and graduate school advising.)

UNIVERSITY OF CINCINNATI, Minority Programs and Services, 330 Tangeman, ML 136, Cincinnati, OH 45221, (513) 475-6008

Group Advocacy Program:
- Minority Programs and Services

(Recruits, counsels and programs special events for minority students at UC.)

UNIVERSITY OF COLORADO-BOULDER, Multicultural Center for Counseling and Community Development--Ethnic Advocacy, Williard Administrative Center 134, Boulder, CO 80303, (303) 492-6766 or 492-5667

UNIVERSITY OF CONNECTICUT, School of Education, Field of Counseling Psychology, Storrs, CT 06268

Programs:
- Ph.D. in Educational Psychology

(Concentrations on counseling, general educational psychology, evaluation and measurement and school psychology and cognition-instruction.)

- Ph.D. in Counseling Psychology

Special Courses:
- Cross Cultural Counseling

UNIVERSITY OF FLORIDA, College of Education, Department of Counselor Education, Gainesville, FL 32611

Programs:
- M.Ed. in School Counseling and Guidance
- Ed.S.. in School Counseling and Guidance
- Ed.D. in School Counseling and Guidance
- Ph.D. in School Counseling and Guidance
- Ed.D. in Counselor Education
- Ph.D. in Counselor Education
- M.Ed. in Agency, Correctional and Development Counseling
- Ed.S. in Agency, Correctional and Development Counseling
- Ed.D. in Agency, Correctional and Development Counseling
- Ph.D. in Agency, Correctional and Development Counseling

Special Courses:
- Counseling with Ethnic Minorities
- The Counselor in a Multicultural World

UNIVERSITY OF GEORGIA, College of Education, Department of Counseling and Human Development Services, Athens, GA 30602

Programs:
- Ed.D. in Counseling Psychology
- M.A. in Counseling and Human Development Services
- M.Ed. in Counseling and Human Development Services
- Ed.S. in Counseling and Human Development Services
- Ph.D. in Counseling Psychology

Special Courses:
- Assessment of Vocational Potential of Individuals with Disabilities

UNIVERSITY OF IOWA, Chicano/Indian American Cultural Center, Calvin Hall, Iowa City, IA 52242

Group Advocacy Program:
- Chicano/Indian American Cultural Center

(Run by university students, the Center sponsors discussion groups, orientation programs, movies and class sessions.)

UNIVERSITY OF KANSAS, School of Education, Department of Counseling Psychology, Lawrence, KS 66045

Programs:
- M.S.Ed. in Counseling Psychology

- Ph.D. in Counseling Psychology

Special Courses:

- The psychology of language
- Psycholinguistics

Group Advocacy Programs:

- Office or Minority Affairs
  324 Strong Hall
  Lawrence, KS 66045
  (913) 864-4351

(Helps students to adjust to the University environment through programs such as cultural enrichment, crisis intervention counseling and assistance with housing arrangements.)

UNIVERSITY OF KENTUCKY, College of Education, Department of Educational and Counseling Psychology, Lexington KY 40506

Programs:

- M.A.Ed. in Education and Counseling Psychology
- M.S.Ed. in Education and Counseling Psychology
- Ed.D. in Education and Counseling Psychology
- Ed.S. in Education and Counseling Psychology
- Ph.D. in Education and Counseling Psychology

UNIVERSITY OF MAINE, Division of Student Affairs, Office of Indian Programs and Minority Services, Orono, ME 04469

Group Advocacy Program:

- Office of Indian Programs and Minority Services

(Facilitates the academic and cultural adjustment of its minority students. The office assists in recruitment, retention, advising, career counseling and financial aid.)

UNIVERSITY OF MARYLAND GRADUATE SCHOOL, Baltimore, Department of Psychology, Baltimore, MD 21228

Programs:

- M.A. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:

- Current Research in Language and Cognition

UNIVERSITY OF MIAMI, School of Education and Applied Professions, Department of Educational and Psychological Studies, Coral Gables, FL 33124

Programs:

- M.S.Ed. in Counseling
- Ph.D. in Counseling Psychology

UNIVERSITY OF MINNESOTA, Office for Minority Student Affairs, 1901 University Ave. S.E., Suite.301

UNIVERSITY OF MISSISSIPPI, School of Education, Department of Educational Administration, Counseling Psychology and Higher Education, University, MS 38677

Programs:

- M.Ed. in Guidance and Counseling
- Ed.S. in Guidance and Counseling
- Ph.D. in Counselor Education and School Psychology

Special Courses:

- Cross-Cultural Training

UNIVERSITY OF MISSOURI-COLUMBIA, College of Education, Department of Educational and Counseling Psychology, Columbia, MO 65211

Programs:

- M.A. in Educational and Counseling Psychology
- M.Ed. in Educational and Counseling Psychology
- Ph.D. in Educational and Counseling Psychology
- Ed.S. in Educational and Counseling Psychology

UNIVERSITY OF MISSOURI-KANSAS CITY, College of Arts and Sciences, Department of Psychology, Kansas City, MO 64110

Programs:

- Ph.D. in Counseling Psychology

Special Courses:

- Environmental Psychology
- Studies in Ethnic Perspectives

UNIVERSITY OF MISSOURI-ROLLA, Minority Engineering Program, 204 Rolla Building, Rolla, MO 65401-0249, (314) 341-4212

Group Advocacy Program:

- Minority Engineering Program

(Helps minority group members who wish to enter the engineering program.)

UNIVERSITY OF MISSOURI-ST. LOUIS, Student Services, Office of Minority student Programs, A 37 Brady Commons, St. Louis, MO 63103

Group Advocacy Programs:

- Office of Minority Student Programs

(Provides academic and personal advisement for members of minority groups.)

UNIVERSITY OF MONTANA, Counseling Center-Multicultural, 626-Eddy, Missoula, MT 59812, (406) 243-4711

Group Advocacy Programs:

- Counseling Center-Multicultural

(A multicultural counselor serves on the counseling staff and assists minority students with academic, vocational and personal concerns.)

UNIVERSITY OF NEBRASKA, Lincoln, NE 68588

Group Advocacy Program:

- Multi-Cultural Affairs
  223 Administration Building

Programs:

- Ed.D. in General Educational Psychology
- Ph.D. in General Educational Psychology

Special Courses:

- Multi-Cultural Counseling
- Latin American Education

UNIVERSITY OF NEBRASKA, Omaha, NE 68182

Programs:

- M.A. in Counseling
- M.S. in Counseling

Special Courses:

- Consulting with Multicultural and Diverse Populations

UNIVERSITY OF NEVADA, Department of Counseling and Educational Psychology, Las Vegas, NV 89154

Programs:

- M.S., M.Ed., Ed.D. (emphasis areas-School Counseling or Educational Psychology)

Special Courses:

- Multiculturalism: Perspectives for Educators
- Multicultural Counseling
- Comparative Education
- Area Studies of Education Systems

UNIVERSITY OF NEW HAMPSHIRE

Programs:

- M.A. in Counseling
- M.Ed. in Counseling

Special Courses:

- Culture, Diversity and Child Development: Implications for Theroy and Practice
- Issues and Methods in Ethnographic Research in Education

UNIVERSITY OF NEW MEXICO, College of Education, Department of Counselor Education, Albuquerque, NM 87131

Programs:

- M.A. in Counseling Psychology
- Ed.D. in Counseling Psychology
- Ph.D. in Counseling Psychology
- Ed.S. in Counseling Psychology

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, School of Education, Division of Organizational and Psychological Studies, Program in counseling Psychology, Chapel Hill, NC 27514

Programs:

- M.A. in School Guidance and Counseling
- M.A. in Educational Counseling
- M.Ed. in School Guidance and Counseling
- Ph.D. in Counseling Psychology
- Ph.D. in School Psychology

Special Courses:

- Psychology of Language
- Minority Children: Psychological and Cognitive Development
- Cross Cultural Counseling

UNIVERSITY OF NORTH DAKOTA, College of Human Resources Development, Department of counseling, Grand Forks, ND 58202

Programs:

- M.A. in Counseling
- Ph.D. in Counseling
- Ph.D. in Counseling Psychology

Special Courses:

- Counseling in community agencies

Group Advocacy Programs:

- Native American Programs
  2419 Second Avenue N.
  Grand Forks, ND 55202

(Provides academic, personal and financial counseling to the American Indian student and serves as an advocate for the Indian student.)

UNIVERSITY OF NORTH TEXAS, Division of Student Affairs, Intercultural Services, Denton, TX 76203

Group Advocacy Program:

- Intercultural Services

(Provides cultural enhancement activities and academic support programs for minority and disadvantaged students.)

UNIVERSITY OF NORTHERN COLORADO, College of Education, Division of Professional Studies, Programs in Professional Psychology, Greeley, CO 80639

Programs:

- M.A. in Agency Counseling
- Ed.D. in Counselor Education
- Ph.D. in Counseling Psychology

Special Courses:

- Psychology of Prejudice
- Understanding and Counseling Minorities

UNIVERSITY OF NOTRE DAME, College of Arts and Letters, Division of Social Science, Department of Psychology, Notre Dame, IN 46556

Programs:

- M.A. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:

- Racial and Cultural Aspects of Counseling

UNIVERSITY OF OKLAHOMA, College of Education, Department of Educational Psychology, Program in Counseling Psychology, Norman, OK 73019

Programs:

- M.Ed. in Community Counseling
- Ph.D. in Counseling Psychology
- M.Ed. in School Counseling

Special Courses:

- Concepts, Models and Materials for Multi-Ethnic Education
- Cultural Pluralism and Education
- Multicultural Counseling

UNIVERSITY OF OREGON, College of Education, Department of Counseling Psychology, Eugene, OR 97403

Programs:

- M.A. in Counseling Psychology
- M.S. in Counseling Psychology
- M.Ed. in Counseling
- Ph.D. in Counseling Psychology
- Ed.D. in Counseling Psychology

Special Courses:

- Counseling Non-White American Minorities

  Council for Minority Education
  314 Oregon Hall
  (503) 686-3479
  Jan Oliver, Acting Director

(Provides academic and other support services to American Indian, Alaskan Natives, Afro-American, Hispanic, Asian-American and Pacific Island Students.)

UNIVERSITY OF PENNSYLVANIA, Graduate School of Education, Division of Psychology in Education, Philadelphia, PA 19104

Programs:

- Ph.D. in Counseling Psychology
- Ph.D. in School Psychology

UNIVERSITY OF PHOENIX, Graduate Programs, 4615 East Elwood St., Phoenix, AS 85040

Programs:

- M.A.Ed. Educational Counseling

UNIVERSITY OF RHODE ISLAND, Office of Student Life, Minority Student Services, Kinston, RI 02881

UNIVERSITY OF ROCHESTER, Office of the Dean of Students, Office of Minority Student Affairs, Rochester, NY 14627

Group Advocacy Program:

- Minority Student Affairs

(Focuses on enhancing the quality of life for minority students at the university by providing a variety of services such as tutoring, counseling and providing a role model.)

UNIVERSITY OF SOUTH CAROLINA, College of Education, Columbia, SC 29208

Programs:

- M.A. in Elementary School Counseling and Secondary School Counseling
- M.Ed. in Elementary School Counseling and Secondary School Counseling

Special Courses:

- Cross Cultural Counseling

UNIVERSITY OF SOUTH DAKOTA, Dean of the Graduate School, 414 East Clark, Vermillion, SD 57069-2390

Programs:

- M.A. in Educational Psychology and Counseling
- Ed.D. in Educational Psychology and Counseling

Special Courses:

- Multicultural Studies in Human Relations
- Cultural Aspects of Counseling
- Bicultural Teaching: Methods and Materials
- Current Issues and Problems in Indian Education

UNIVERSITY OF SOUTHERN MISSISSIPPI, College of Education and Psychology, Department of Counseling Psychology and Counselor Education, Hattiesburg, MS 39406

Programs:

- M.S. in Counseling Psychology

- Ph.D. in Counseling Psychology

UNIVERSITY OF TENNESSEE,
Knoxville, TN

Programs:

- M.S. in Guidance
- M.S. in Educational Psychology
- Ed.D. in Educational Psychology
- Ed.S. in Educational Psychology and Guidance

Special Courses:

- Cross Cultural Counseling: Theory and Research

UNIVERSITY OF TEXAS AT AUSTIN,
College of Education, Department of Educational Psychology, Austin, TX 78712

Programs:

- M.A. in Counseling Psychology
- M.Ed. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:

- Graduate Seminar: Understanding Minority Children
- Theories and Techniques of Counseling: Cross Cultural Therapy

UNIVERSITY OF TEXAS AT EL PASO,
The Cross Cultural Southwest Ethnic Study Center, El Paso, TX 79968

Group Advocacy Program:

- The Cross Cultural Southwest Ethnic Study Center

(Investigates the Southwest ethnic group relationships and conflicts and helps to prepare courses and self-contained units on the Southwest ethnic heritage for inclusion in the liberal arts curricula. The center uses a variety of research techniques to collect, analyze and interpret cultural data on ethnic groups.)

UNIVERSITY OF UTAH, Graduate School of Education, Department of Educational Psychology, Salt Lake City, UT 84112

Programs:

- M.Ed. in Counseling
- M.A. in Counseling
- M.S. in Counseling
- Ph.D. in Counseling

Group Advocacy Program:

- Center for Student Ethnic Affairs
  318 Olpin Union
  Salt Lake City, UT 84112
  (801) 581-8151

(Ensures minorities and educationally disadvantaged students enjoy the benefits of a successful education by providing career exploration, personal counseling and time management scheduling.)

UNIVERSITY OF VERMONT,
Burlington, VT 05405

Group Advocacy Program:

- Office of Multicultural Affairs
  Center for Cultural Pluralism
  University of Vermont
  Burlington, VT 05405

UNIVERSITY OF WISCONSIN-MADISON, School of Education, Department of Counseling Psychology and Counselor Education, Madison, WI 53706

Programs:

- M.S. in Counselor Education
- M.A. in School Counseling
- M.S. in Educational Rehabilitation Counseling
- Ph.D. in Counseling Psychology

UTAH STATE UNIVERSITY, College of Education, Department of Psychology, Logan, UT 84322

Programs:

- M.S. in Counseling Psychology or School Psychology
- Ph.D. in Combined Professional Scientific (Clinical, Counseling and School)
- M.S. in School Counseling

Special Courses:

- Nonstereotypic Approaches to Counseling

VIRGINIA COMMONWEALTH UNIVERSITY, College of Humanities and Sciences, Department of Psychology, Program in Counseling Psychology, Richmond, VA 23284

Programs:

- M.S. in Counseling Psychology
- Ph.D. in Counseling Psychology

Special Courses:

- Social Psychology
- Attribution and Social Cognition

UNIVERSITY OF WYOMING, Counseling Education, College of Education, University Station Box 3374, Laramie, WY 82071

Programs:

- M.A. in School Counseling
- Ph.D. in Counseling Education
- Ed.D. in Counseling Education

Special Courses:

- Multicultural Counseling

WASHINGTON STATE UNIVERSITY, Counseling and Service Programs-Chicano Student Counseling Office, Administration Annex Building, Pullman, WA 99163

Group Advocacy Programs:

- Chicano

(Recognizes the diversity of Chicano students and seeks to assist them in personal, academic and career goals.)

- Native American

(Provides individual and group counseling, advisory services, academic assistance, housing and food services and relations with Tribal and Bureau of Indian Affairs offices.)

WASHINGTON UNIVERSITY, Office of Student Services, Student Educational Service, Karl Umrath Hall, St. Louis, MO 63103

Group Advocacy Program:

- Student Educational Service (SES)

(Offers a variety of services to help students academically. Although the services are open to all students, SES has a special interest in minority students.)

WESTERN MICHIGAN UNIVERSITY, Office of Minority Student Services, Kalamazoo, MI 49008, (616) 383-2204

WESTERN WASHINGTON UNIVERSITY, Department of Psychology, Bellingham, WA 98225

Programs:

- M.A. in Counseling Psychology
- Specialization in Cross Cultural Counseling Psychology

Counselor Certification Standards in Various States

(AK) State of Alaska, Department of Education, Division of Educational finance & Support Services, Teacher Certification, P.O. Box F, Juneau, AD 99811, (907) 465-2831.

Regular Certificate for Guidance Counselors:

- Completion of an approved teacher education program
- Bachelor's degree
- Recommendation from the preparing institution
- Recency credit (earned within the last 5 years)

Special Services Certificate for Social Workers:

- Completion of a program in a special service area
- Bachelor's degree
- Recommendation by the preparing institution
- Recency credit (earned within the last five years)

Certificate for School Psychologists:

- Master's degree
- Completion of a school psychologist program accredited by the National Council for Accreditation of Teacher Education or approved by the American Psychological Association

(AZ) Arizona Department of Education, Teacher Certification Unit, P.O. Box 25609, Phoenix, AZ 85002.

Guidance Counselor Requirements:

- Arizona Teaching Certificate
- Three years teaching or two years clinical work experience
- Master's degree
- Completion of an approved program for school guidance and counseling personnel or 24 semester hours of specialization in guidance and counseling course work
- Payment of required fees

(CA) State of California, Commission for Teacher Preparation and Licensing, Licensing Branch, P.O. Box 2670, Sacramento, CA 95812.

(CO) State of Colorado, Teacher Certification, Department of Education, 201 East Colfax Avenue, Denver, CO 80203.

Counselor Endorsement Requirements:

- Master's degree or higher from an accepted institution of higher education in an approved graduate counselor program
- Completion of a supervised practicum or internship in a school at the level for which endorsement is sought
- Passing scores on the Colorado Basic Skills Competency Test
- Recommendation from the approved preparing institution
- Two years of successful teaching experience or recent comparable work experience
- Knowledge and understanding of specified aspects of counseling listed by the Colorado Department of Education

- Successfully pass a formal screening process for evaluating personal qualities

(CT) State of Connecticut, Department of Education, Box 2219, Hartford, CT 06145.

Provisional Certificate for School Counselors:

- Standard teaching certificate, **or** a provisional teaching certificate with three years of successful teaching experience, **or** completion of a one-year, full-time supervised school internship
- One year of successful work experience in one or more fields other than teaching or the equivalent
- Master's degree from an institution with an approved program for the preparation of school counselors which includes at least 30 semester hours in school counseling services
- Recommendation by the preparing institution
- Evidence of supervised experiences in counseling and guidance from the preparing institution

Standard Certificate for School Counselors:

- All of the above
- Completion of three years of successful experience under the provisional certificate of which the final two years prior to eligibility must be consecutive years of employment by the recommending town, regional school district, or approved private school
- Completion of 15 additional graduate semester hours in the area of school counseling services.

Provisional Certificate for School Psychologists:

- Master's degree including 45 semester hours from an institution with an approved program in school psychological services
- Recommendation of the preparing institution
- Completion of a full-time, one-year supervised internship (or is equivalent in less than 2 years) in a school setting

Standard Certificate for School Psychologists:

- Three years of successful experience under the provisional certificate of which the final two years prior to eligibility must be consecutive years of employment by the recommending town, regional school district, or approved private school
- Completion of fifteen additional semester hours of graduate credit beyond those required for the provisional certificate in areas specified by the Connecticut Department of Education

Provisional Certificate for School Social Workers:

- Master's degree from an approved school of social work with a major in social case work

or

- Bachelor's degree in Social Work with a specialization in social case work and field work placement from an approved institution
- Two years of successful experience in social case work under the supervision of a qualified case work

supervisor in an approved family or children's agency **or** two years of successful teaching experience

Standard Certificate for School Social Workers:

- Master's degree from an approved school of social work with a major in social case work
- Three years of successful experience under the provisional certificate of which the final two years prior to eligibility must be consecutive years of employment by the recommending town, regional school district or approved private school

(DC) District of Columbia, Office of the Deputy Superintendent, Gordon Administrative Unit, 35th and T Streets, N.W., Washington, DC 20007.

Guidance Counselor Requirements:

- Master's degree in guidance and counseling from an accredited institution
- One year of teaching, counseling, pupil personnel work, or similar documented/supervised experience in business or industry **or** Practicum in a Guidance Setting

Bilingual Counselor Requirements:

- All of the above requirements
- Oral and written proficiency in either French, Spanish or Chinese

(FL) Florida Department of Education, Commissioner of Education, The Capitol, Tallahassee, FL 32399.

Certification Requirements for Guidance Counselors:

- Acceptable scores on the Florida Teacher Certification Examination
- Completion of the Florida Beginning Teacher Program
- Florida Teacher's Certification or requirements thereof
- Master's or higher degree in Guidance and Counseling including at least 3 semester hours in supervised counseling or a master's or higher degree with 21 graduate semester hours of courses specified by the Florida State Board of Education

(HI) State of Hawaii, Department of Education , Office of Personnel Services, P.O. Box 2360, Honolulu, HA 96804.

- Completion of a four-year undergraduate state approved specialist education program from an accredited institution
- Passing scores on the Core Battery and; Guidance Counselor Specialty Area of the National Teacher Exam (NTE)

Basic Specialist Certificate for School Counselors:

- All of the above requirements
- Two years of successful performance in the public schools of Hawaii

Initial Professional Specialist Certificate for Counselors:

- Completion of an advanced/graduate level state approved specialist education program from an accredited institution
- Passing scores on the Core Battery and Guidance Counselor Specialty Area of the National Teacher Exam (NTE)

Professional Specialist Certificate for Counselors:

- All of the above requirements
- Two years of successful performance in the public schools of Hawaii

(IA) State of Iowa, Department of Public Instruction, Teacher Education and Certification Division, Grimes State Office Building, Des Moines, IA 50319.

Elementary Guidance Counselor Requirements (K-9):

- Completion of an approved teacher education program from a recognized institution
- Evidence of successful teaching experience
- Master's degree in guidance and counseling from a recognized institution, with an emphasis in elementary school counseling
- Guidance and counseling experience under the supervision of the preparing institution or approved equivalent experience.

Secondary Guidance Counselor Requirements:

- Same as above except that the emphasis should be in secondary school counseling

School Psychologist Requirements:

- Completion of a mater's degree in an approved program for preparation as a school psychologist with at least 60 hours of graduate credit beyond the bachelor's degree or completion of a specialist's degree of a t least 60 graduate semester hours
- Experience as a support person in a school setting to develop an understanding of the role of psychology in the classroom

Guidance Counselor Requirements (K-12):

- Current valid professional certificate endorsed for teaching at either the elementary or secondary school level
- Evidence of successful teaching experience
- Master's degree including the completion of an approved graduate program of at least 45 semester hours for the preparation of guidance counselors
- Supervised counseling experience at both the elementary and secondary school levels

Requirements for the Director of Guidance Services:

- All of the above
- Completion of an additional approved graduate program of at least 30 semester hours in guidance and counseling in kindergarten and grades one through twelve and in the administration and supervision of guidance programs
- Evidence of successful practical experience in guidance and counseling at both the elementary and secondary level

(ID) State of Idaho, Department of Education, Len B. Jordan Office Building, Boise, ID 83720.

Standard Counselor Endorsement Requirements:

- Master's Degree

- Verification of completion of an approved program of graduate study in school guidance and counseling from an approved institution including a supervised practicum in a K-12 setting
- Two years of successful teaching experience in K-12 with a recommendation from the employing agency or 24 cumulative months of gainful employment plus one year of supervised school counseling internship experience in a K-12 setting with recommendations from the supervisors or two years of successful counseling experience in a K-12 setting

Advanced Counselor Endorsement Requirements:

- Valid Standard Counselor endorsement
- Completion of an approved Specialist or Doctoral degree program in guidance and counseling including successful completion of a supervised advanced practicum in counseling in a K-12 setting
- Minimum of three years of verifiable satisfactory counseling experience in Idaho

(KY) Kentucky Department of Education, Superintendent of Public Instruction, Capital Plaza Tower, Frankfort, KY 40601.

Certification Requirements for Guidance Counselors:

- Certification as an elementary or secondary teacher
- One year of full-time classroom teaching experience at the appropriate level
- Master's degree in an approved guidance and counseling program that includes courses specified by the Kentucky Department of Education

(ME) State of Maine, Department of Educational and Cultural Services, Sate House Section 23 Augusta, ME 04333.

One-Year Licensed Supervised Inter: (Renewable once)

- Completion of an approved graduate program in guidance and counseling or of its equivalent
- Recommendation from the preparing institution
- Verified eligibility by the Division of Certification

Provisional Certificate for Guidance Counselors: (Five-year term; renewable once)

- Completion of an approved graduate program in guidance and counseling
- Recommendation from the preparing institution
- Two years of documented successful classroom teaching experience at the grade level elementary or secondary) for which the certificate is sought

Professional Certificate for Guidance Counselors: (Ten-year renewable terms)

- Three years of successful experience within the scope of the provisional certificate

(MS) Mississippi State Department of Education, P.O. Box 771, Jackson, MS 39205-0771.

Class AA Counselor Requirements:

- Class A teacher's certificate

- Master's degree, including 21 semester hours of graduate credit in guidance
- Two years of teaching experience

Class AAA Counselor Requirements:

- All of the above requirements
- Specialist or Doctorate degree, including nine semester hours of graduate credit in guidance **or** 45 semester hours of graduate credit above the Master's degree with 3 semester hours in Advanced Practicum and an overall "B" average in graduate work
- Three years of counseling experience

Class AAAA Counselor Requirements:

- All of the above requirements
- Earned Doctorate in guidance
- Five years of counseling experience

(MT) Montana Board of Public Education, 33 S. Last Chance Gulch, Helena, MT 59620.

Guidance Counselor Requirements:

- Completion of a K-12 school guidance counseling program
- Eligibility for a basic teaching certificate (elementary or secondary level)
- Three years of teaching experience
- Acceptable scores on the Core Battery of the National Teacher Exam (NTE)

(RI) State of Rhode Island & Providence Plantations, Department of Education, 22 Hayes Street, Providence, RI 02908.

Provisional Guidance Counselor Requirements (6 years):

- Bachelor's degree from approved institution
- Completion of counselor preparation of guidance, counseling and related disciplines
- Eligibility for a Rhode Island Teacher's Certificate
- Two years teaching experience

Professional Guidance Counselor Requirements:

- All of the above requirements
- Master's degree, or 36 approved semester hours above bachelor's degree
- Three years of counseling experience in Rhode Island

(SC) South Carolina Elementary School Counselor Requirements:

- Bachelor's degree
- Valid Professional Certificate
- Health Certificate
- 18-21 graduate semester hours in specified guidance courses

Secondary School Associate Counselor Requirements:

- Bachelor's degree
- National Teacher Examination, with a minimum score of 550 in the Guidance Counselor Area
- 42-45 semester hours of specified general education courses

- 21 semester hours of specified professional school counseling & education courses
- Nine semester hours of specified psychology courses
- Six semester hours of specified societal forces and cultural change courses

Secondary School Guidance Counselor Requirements (option 2):

- Bachelor's degree
- Valid Professional South Carolina teaching credential
- National Teacher Examination, with a minimum score of 550 in the Guidance Counselor Area
- 21 semester hours (18 must be graduate level) in specified guidance courses

(TX) Texas Education Agency, Division of Teacher Certification, 1701 N. Congress Ave., Austin, TX 78701.

Professional Counselor Certificate Requirements:

- Valid Texas Teacher Certificate **or** a copy of the out-of-state certificate
- Three years of successful teaching experience
- Completion of a 30 semester hour graduate program in counseling, including courses specified by the Texas Department of Education
- Acceptable scores on the ExCet Content Test for Counselors
- Recommendation by from a Texas college with an approved counseling program **or** an official transcript of all college course work

Professional Vocational Education Counselor Requirements:

- Bachelor's degree
- Valid Texas Teacher Certificate
- Valid Professional Counselor Certificate
- Twelve semester hours of specified vocational guidance courses
- A combination of three years of experience including at least one year of wage-earning experience n an occupation for which vocational education is being conducted in the public secondary schools **or** two years of teaching experience in an approved vocational program preparing students for gainful employment

(UT) Utah State Office of Education, Division of Curriculum and Instruction, Teacher Certification, 250 East 500 South, Salt Lake City, UT 84111.

Basic Certificate for School Counselors: (Two-year term; non-renewable)

- Completion of the fifth year of training in an approved counselor education program including a master's degree of 55 quarter hours of approved graduate credit
- Competence in areas specified by the "Standards for Approval of Programs for the Preparation of School Counselors" (Utah State Board of Education)
- Completion of an approved internship in a counselor education program in a school setting under the supervision of a school counselor who holds a Standard School Counselor Certificate

- Recommendation from an institute approved for counselor education
- Recommendation form an institute approved for counselor education

Standard Certificate for School Counselors:

- Two years of successful experience as a school counselor
- Recommendation by the employing school district with input from a teacher education institution

Basic Certificate for School Psychologists: (Two-year term; non-renewable)

- Masters degree in school psychology from an accredited institution
- Competence in areas specified by the "Standards for Approval of Programs for the Preparation of School Psychologists" (Utah State Board of Education)
- Full-time academic-year internship in school psychology
- Recommendation by an approved institution

Standard Certificate for School Psychologists:

- Two years of successful teaching experience as a school psychologist
- Recommendation by the employing school district with input from a teacher education institution

Basic Certificate for School Social Workers: (Two-year term; non-renewable)

- Completion of an approved program for the preparation of School Social Workers including a Master of Social Work degree from an accredited institution
- Competence in areas specified by the "Standards for Approval of Programs for the Preparation of School Social Workers" (Utah State Board of Education)
- Completion of an approved school social work internship in a school setting or in an agency which includes a substantial amount of experience with children and contact with schools
- Recommendation by an approved institution with a program of preparation for social workers

Standard Certificate for School Social Workers:

- Two years of successful experience as a school social worker
- Recommendation by the employing school district with input from a teacher education institution

(VA) Commonwealth of Virginia, Department of Education, P.O. Box 6Q, Richmond 23216-2060

Endorsement Requirements for Guidance Counselors:

- Master's degree in Guidance and Counseling including graduate-level hours in specified courses (e.g. the theory and practice of counseling, including work with exceptional and culturally diverse students)
- Two years of successful full-time teaching experience (one year may be satisfied by full-time work experience in a non-school setting

Endorsement Requirements for School Psychologists:

- Master's degree from an approved program in school psychology (or a program deemed equivalent by the Department of Education review) including 60 graduate semester hours in such specified areas as assessment/evaluation, intervention techniques, psychological foundations, school organization and measurement and research
- Completion of a school year of full-time supervised internship in an accredited school with experience at multiple age levels

(VT) State of Vermont, Teacher Certification, Department of Education, State Office Building, Montpelier, VT 05602.

Endorsement Guidelines for School Counselors:

- Demonstrated ability to write clearly, to apply appropriate mathematical skills effectively, to speak correctly and effectively and to respond constructively to student behavior
- Masters degree or the equivalent with a concentration in guidance
- Knowledge of the **Basic Program Components of Vermont Guidance Services K-12**
- Completion of 180 clock hours of field experiences which provide for an awareness of the application of guidance services at the elementary (60 hours), middle/junior high (60 hours), and senior high (60 hours) school levels
- Completion of a supervised internship (300 hours) in school guidance
- Knowledge and skills as specified by the Vermont State Department of Education

(WI) State of Wisconsin, State Superintendent, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Requirements for School Counselors:

- Master's degree in school counseling and guidance or a Master's degree with at least 30 semester credits in an approved school counseling and guidance program
- Recommendation in counseling from the certifying officer at the preparing institution
- Eligibility for a Wisconsin teaching license by completion of an approved teacher education program with two years of successful teaching experience **or** an approved one-year, full-time internship in school counseling at the elementary or secondary level **or** a minimum of two years of successful experience as a licensed school counselor in an assigned position of one-half time or more
- Proficiency in areas specified by the State of Wisconsin Department of Public Instruction (e.g. understanding cultural and societal conditions which affect students' development and learning, ethnicity, cultural mores, stereotyping, etc.)

Requirements for Bilingual School Counselors:

- All of the above
- A regular license as a bilingual teacher
- Two semesters of successful experience as a bilingual counselor

or

- All of the above
- Additional counseling and guidance practice and field experiences in the community of the target language group
- Proficiency in English and in the target language